

Memorable Moments Nursery & Pre-school

92 Moorland Road, WESTON-SUPER-MARE, Avon, BS23 4HT

Inspection date

23/01/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Staff establish close and caring relationships with the children therefore, they feel safe and reassured through the effective key person system.
- Children benefit greatly from a well organised environment which includes a broad range of accessible and stimulating toys and resources.
- There is a strong focus on ensuring children make the best possible progress from their starting points. In particular, children are given individual attention to support them to develop good communication skills for future learning.

It is not yet outstanding because

- Arrangements to monitor staff's professional development is not consistent as identified areas of improvement have not been reviewed to maintain consistency in good practice to promote children's learning further.
- Although positive links have been established with most parents some do not consistently share their children's achievements from home to support ongoing planning for children's future learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector viewed staff interactions and children at play inside and outdoors.
- The inspector had discussions with the owner, staff, children and parents and convenient opportunities throughout the day.
- The inspector sampled a range of documentation including children's learning diaries.
- The inspector gave ongoing feedback throughout the inspection and a summary of findings at the end of the inspection with the owner.

Inspector

Rachael Williams

Full Report

Information about the setting

Memorable Moments Nursery and Pre-school is an established nursery which re-registered under new ownership in 2012. The nursery is situated in the centre of Weston-super-Mare, North Somerset. Children aged two years and above have access to two play rooms on the ground floor with adjacent toilet facilities. Children under two years are situated on the first floor. They have access to two play rooms and a sleep room. All children have access to an enclosed outdoor area to the rear of the property.

The nursery is registered on the Early Years Register. There are currently 50 children aged from birth to the end of the early years age range on roll. Children with special educational needs and/or disabilities and those learning English as an additional language are supported. The nursery is in receipt of funding for the provision of free early education for two, three and four year old children. The owner/manager has Early Years Professional Status. She is supported by six staff who all have level 3 early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve arrangements to supervise staff for example, to provide more opportunities to review identified areas for improvement to maintain consistency in good practice to promote children's learning further
- build on positive links with parents to encourage all parents to contribute children's achievements from home to the learning diaries to aid effective planning for future learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy a broad and balanced range of experiences both adult-led and child-initiated. Young children thoroughly enjoy exploring the toys such as, vacuum cleaners, showing a good understanding of how they work as they push them forwards and backwards. Babies and toddlers enjoy retrieving balls and releasing them in the 'ball drop' to cause an effect and are thrilled with their accomplishments. Older children enjoy completing a programme on the computer. They wait patiently for their turn and applaud others' achievements. They listen carefully to instructions and follow them such as, to clean the screen until they find a fire-fighter. Children enjoy daily opportunities to be active. As they hold the parachute they listen carefully for their name and swap sides. They are encouraged to move in a range of different ways such as, flapping like a bird and slithering like snakes.

Staff deploy themselves well to provide children with individual attention. For example, children are encouraged to repeat exercises such as, using a mirror to look at the shape of their mouth as they form sounds, in order to improve their speech and language skills in readiness for their next stage in learning. Children confidently talk about what they have enjoyed during the session and staff use this information productively to influence future

planning.

Parents provide the key person with useful information on children's starting points so that staff can plan interesting activities for the children. There are clear arrangements to complete the two-year-old progress check for the prime areas and, through liaison with parents, staff identify significant gaps in learning. Staff have developed thorough assessment arrangements which include a range of observations across the seven areas of learning as children engage in nursery activities. However, staff do not consistently seek ongoing contributions of children's achievements from home, although some parents use the achievement board to provide staff with this information. This means children's achievements from home are not consistently used to influence future planning in the nursery. Children make good progress according to their age and stage of development. Staff have good understanding of children's learning priorities.

The contribution of the early years provision to the well-being of children

Staff have established an effective key person system to thoroughly support children, especially babies and young children. Staff have good knowledge of children's routines, likes and dislikes and through daily communication with parents review and monitor individual care practices. For example, staff know that some children take time to wake up and cuddle them close so that they feel safe and reassured. There are good systems in place to support children in their next steps in learning. For example, as the children in the baby unit become ready to transfer to the older room the key person fully supports them through regular visits until they are confident and settled. Children relish the responsibility of helping to lay the tables for lunch. They negotiate roles well; 'I'll do the knives you do the forks' and work harmoniously. Staff give clear explanations so that children know why they are being rewarded with stars. Children's behaviour is good and well managed by staff.

Children benefit greatly from the well-organised environments. There is an abundant range of toys and resources that are easily accessible so that children can make independent choices. Staff are vigilant and rotate resources to support children's development. For example, staff place furniture strategically in the baby unit to encourage children to pull themselves up and toys such as, trolleys and pushchairs help them to become steadier on their feet.

Staff provide children with healthy and nutritious snacks and meals that meet their individual requirements. Older children are aware of their own personal needs and access snacks and drinks independently when they are hungry or thirsty. Children have good understanding of hygienic routines and staff are good role models. For example, children and staff wash their hands after nappies are changed. Children have regular opportunities to be outside and active. As children develop new skills they become more adventurous such as, steadying themselves on the slope and adjusting their speed as they descend it. Staff are vigilant and ensure that young children are supported to gain the skills to descend steps so that they become aware of safety.

Children become aware of their own safety as they all participate in regular fire drills which are well documented by staff. Staff remind babies and toddlers of the importance of keeping safety gates closed and therefore, they are beginning to understand potential dangers. Staff deal with accidents promptly and parents are well informed. Older children show care and concern for those who are injured and help staff to console them.

The effectiveness of the leadership and management of the early years provision

The owner of the nursery has established robust induction and recruitment arrangements to enable her to appoint suitable staff to work directly with the children. Staff are enthusiastic and well-qualified. They have good understanding of the safeguarding and welfare requirements such as, completing and regularly monitoring an accurate record of children's attendance. Staff complete regular risk assessments of all areas accessed by the children. Therefore, children are able to move freely and independently in a safe and secure environment. All staff have secure knowledge of their responsibilities to identify and report any child protection concerns to maintain children's well-being.

Partnerships with other agencies are good. For example, there is effective support to provide continuity in children's learning and development through regular liaison with speech and language therapists. Staff have provided parents with good ideas to help children learn and develop at home. For example, staff have initiated a lending library and a recipe basket provides parents with healthy cooking ideas. Parents value the support offered through the key person system in particular, to support children with special educational needs. Parents enjoy the opportunity to readily access their children's learning diaries and see the progress their children are making. There are strong links with the school to support children in their next steps in learning. There is good contact with other early years provisions to enable continuity in children's care, learning and development.

Generally, the owner monitors professional development well such as, the identification of relevant training through appraisal systems. She regularly participates in observations of staff to support their continuous improvement. However, she does not always review identified areas for improvement such as, the use of open-ended questioning, to ensure that staff have achieved their goals to enable consistency in practice. Effective self-evaluation arrangements involve leaders and managers, parents and children. For example, a quality improvement plan clearly shows the improvements to the service provided which reflects how improvements have had a positive impact on children's care, learning and development. There has been a strong focus on monitoring planning and assessment arrangements to enable children to make the best progress possible as they engage in a broad range of interesting experiences. Consequently, children are working at an appropriate level in the seven areas of learning. The physical environment has been greatly improved and this has been acknowledged by parents who 'appreciate the time and effort that has gone into improving the environment'.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY451398
Local authority	North Somerset
Inspection number	811617
Type of provision	Full-time provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	50
Name of provider	Rachel Jane Hiscocks
Date of previous inspection	Not applicable
Telephone number	01934641381

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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