

# Mawsley Day Nursery

Mawsley Day Nursery, 14 Barnwell Court, Mawsley, Nr Kettering, NN14 1FG



## Inspection date

20 July 2017

Previous inspection date

7 February 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff have a good understanding of child development. They take account of children's interests and plan a variety of interesting activities to support each child's next steps in their learning.
- Staff support children who have additional needs extremely well and fully involve their parents in their child's care and next steps in their development.
- Staff provide a warm and caring environment for children. Children have secure attachments to the staff who care for them and are developing positive attitudes to learning.
- The procedure for the recruitment of new staff is robust. It supports the nursery's safeguarding policies and procedures and its effective implementation ensures that new members of staff are suitable to work with children.
- Partnership with parents and carers is very good. They receive daily updates about what their child has been doing throughout the day. Regular parent evenings ensure they are informed of the progress their child is making.

### It is not yet outstanding because:

- Assessments made in order to identify the progress children are making do not always identify all that a child has achieved in their learning.
- Equipment used for pouring drinks at meals times does not fully support younger children to develop their independence skills. For example jugs of water provided are too heavy for young children to lift and pour themselves.

## What the setting needs to do to improve further

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

- further develop the assessment of children's progress, so that it more consistently identifies all that a child has achieved in their development
- further improve younger children's opportunities to develop independence skills at meals times.

### Inspection activities

- The inspectors observed the quality of teaching and the impact this has on children's learning.
- The inspectors spoke with the manager, staff and children at appropriate times throughout the day.
- The inspectors looked at children's records, planning documentation and a range of other documentation including policies and procedures.
- The inspectors spoke to parents about the care and education of their children at the nursery.

### Inspectors

Diane Stone / Mark Evans

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding arrangements are effective. Staff develop their knowledge by attending training, and have a secure and up to date knowledge of the nursery's safeguarding policy and procedure. The manager is committed to continuous improvement in terms of the quality of care provided. She works with parents and the staff team to establish how to best support children's development. The manager monitors the quality of teaching well, through a system of observations of staff practice, and regularly held individual meetings with staff. There is an effective system in place to monitor the progress children make in their learning. This allows the manager to identify any gaps in children's learning so plans can be made to ensure children are appropriately supported.

### Quality of teaching, learning and assessment is good

Staff know children well and have a good understanding of how children learn. They recognise and meet the children's individual needs and regularly observe and assess children's progress. Staff use expressive language and visual signs to support the development of children's language skills. For example, when the word 'pull' is used, staff demonstrate a pulling motion and emphasise the word as they say it. Children enthusiastically joined in during a singing session and staff encouraged children to predict what they are going to sing by giving the children clues. For example, 'it is an animal, it lives on a farm, and it is woolly'. Children are encouraged to make their own decisions as they chose the activities they want to take part in. Where children are not developmentally ready to take part in group activities, they are provided with other learning opportunities.

### Personal development, behaviour and welfare are good

Younger children have a voice and staff listen and respond to them, offering support and guidance when needed. Children's behaviour is good, they are confident to interact with adults. For example an older child was keen to show a visitor around the room they were in. They excitedly pointed out the displays on the wall and explained what they were about. Staff offer appropriate levels of support to children. Children listened and responded to instructions as they lined up to take a turn on an obstacle course, they understood the need to wait patiently, and were careful not to push each other. Staff encourage children to have a go at activities and reflect on past experiences. In the mud kitchen, children talked about the pancakes they had made. Staff prompted them to remember what ingredients they used when they had made pancakes previously. The children were able to respond with 'flour', 'eggs' and 'water'. Children are learning self-help skills and developing independence. For example, a child took time to pull out the sleeves of a role play outfit before putting it on by themselves.

### Outcomes for children are good

Children make typical or better progress from their starting points. Effective routines are in place which support children in the next stage of their learning. Parents are able to attend sessions with their child when they move from the toddler to the pre-school room to ensure they settle well into the new environment. Staff work closely with local schools and parents to ensure children's individual needs are met as they move on to school.

## Setting details

<b>Unique reference number</b>	EY362003
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1086766
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 14
<b>Total number of places</b>	103
<b>Number of children on roll</b>	151
<b>Name of registered person</b>	Mawsley Day Nursery Limited
<b>Registered person unique reference number</b>	RP535342
<b>Date of previous inspection</b>	7 February 2017
<b>Telephone number</b>	01536 791609

Mawsley Day Nursery was registered in 2008. The nursery employs 19 members of child care staff. Of these, 2 hold an appropriate early years qualification at level 2 and 17 hold a qualification at level 3 or above including two with Qualified Teacher Status. The nursery provides funded early education for two-, three- and four-year-old children. The nursery opens Monday to Friday all year round from 7.30am until 6pm. The nursery also operates an out of school club and holiday play-scheme.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

