

<b>Inspection date</b>	4 April 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The managers have high expectations for the staff and children. They ensure staff receive plenty of opportunities to develop their knowledge and skills. Staff plan effective experiences for children to learn and develop. Children are motivated, eager to engage in activities and make good progress in their learning.
- Staff make accurate assessments of children's learning. They know children well and recognise when they need extra help. Gaps in children's learning close quickly.
- The managers use very successful strategies to engage parents in children's learning. For example, they organise social events, fundraisers and meetings to build strong relationships. They send learning packs home to share information about children's development; children benefit from consistent experiences in the setting and at home.
- The managers evaluate the setting well. They use feedback from staff, parents and children to identify changes and improvements for the setting.
- Stimulating environments with plenty of resources are readily available. Children have good control over their learning, developing good levels of self-esteem and confidence.

### It is not yet outstanding because:

- Sometimes, older children become restless when waiting for others to finish group activities.
- Staff and managers miss some opportunities to track different children's development to build on continuous improvements to the setting, and to further children's learning experiences.

## What the setting needs to do to improve further

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

- review how group times are planned and organised so that the oldest children are fully engaged and challenged
- build on the ways in which children's progress is monitored to support further each child's individual learning and development.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors.
- The inspector took into account the views of parents spoken to during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff, children and parents, and held a management meeting with the owner and the manager.
- The inspector sampled paperwork, including policies and procedures, safeguarding information and children's records.

### Inspector

Anita McKelvey

## Inspection findings

### Effectiveness of the leadership and management is good

Managers and staff reflect on the provision constantly. They make changes to the environment to promote children's learning. For example, they have developed the wooded area in the outdoor space so that children can climb trees, explore the mud kitchen and investigate the mini beasts that live there. The managers amended policies and changed the risk assessment process to help keep children extremely safe. All staff know what to do in the event of concerns about a child. Safeguarding is effective. Staff communicate effectively with parents. For example, daily conversations, regular exchanges of information and books about children's development targets keep parents well informed about what their children can do and how they can help children at home.

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

Children have access to many different experiences. Staff watch the children and then follow children's interests and needs to engage them in learning. For example, when young children discovered that rainwater pooled under the sand tray, staff helped them to explore how it moved as they splashed it with their hands. Staff teach children to use mathematics during activities well. For example, after listening to a story about a duck who built a house, children constructed houses with different-sized toy bricks, choosing the right sizes and shapes to make windows and doors. Older children spontaneously use mathematics or offer solutions to problems, such as when they count the number of cups needed at snack time or suggest putting ice down the back of a person who has hiccups.

### Personal development, behaviour and welfare are good

Children benefit from healthy, freshly prepared meals. Staff teach children about healthy choices in food, including through discussions at snack times and meal times. Staff help young children learn how to manage risks in a controlled environment. For example, they supervise children as they climb up the ladder to the slide and help them to sit at the top before sliding down safely. Staff teach young children to respect and care for each other, and handle minor differences. For example, on the rare occasion that children push others for taking a toy, staff encourage them to make up by giving each other a cuddle and then sharing the toy.

### Outcomes for children are good

Children make good progress in their learning. All children, even the youngest ones, use spoons and forks to serve food and feed themselves. Young children recognise when they need rest after a busy morning. Older children show pride in constructions they have made by showing them to others. Children benefit from planned support to prepare them for school, including visits to school to help smooth the move.

## Setting details

<b>Unique reference number</b>	EY479414
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	981021
<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>	0 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Mary P's Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01242672215

Mary P's Ltd registered in 2014 and is one of two settings that are privately owned. It operates from a building in Bishops Cleeve, near Cheltenham, Gloucestershire. The setting opens on Mondays to Fridays from 8am until 6pm, all year round, closing for bank holidays and one week at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years. Eight members of staff work with the children; six of these hold appropriate childcare qualifications at level 3 or above. The owner holds Early Years Professional Status.

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