Inspection of Mary P's BCT Ltd

Mary P's Day Nursery, Tewkesbury Road, Twigworth, Gloucestershire GL2 9PG

Inspection date:	15 September 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders and managers have in place an ambitious curriculum that considers the learning needs of all children. They ensure that key persons get to know children well. Staff plan learning experiences that build on the skills and knowledge children have already gained. They quickly spot when children might need extra help and arrange suitable support for them. Staff talk with parents about children's home lives and cultures. They find out words in children's home languages and how they like to be comforted, using this information to help children settle when they first start. All children, including those with special educational needs and/or disabilities and those who are learning to speak English as an additional language, make good progress.

Children's behaviour is good. Staff act as good role models as they play with the children. They help children when they get frustrated or take toys from others. Staff explain how children can use words to say how they are feeling or ask for what they want. Children listen and show understanding. For example, they take toy cars or animals to friends to share and encourage them to come back and join in with their play. Staff reward children, praising them for being kind. Children are learning how to share well and respect others.

What does the early years setting do well and what does it need to do better?

- Staff talk with children as they play. They offer sounds, words and signs for younger children to build their speech and vocabulary. Older children use their imaginations as they play with toy animals, saying the sounds and naming them. At times, staff talk a lot and ask many questions. They do not provide time for children to think and respond to the questions or comments.
- There are several play spaces outdoors that children have access to. Babies find the toy ducks and add them to the water tray. Staff encourage children to add water to the tray for the ducks to 'swim' in. Children fill and carry different containers with water to the tray. They laugh as the water splashes over them and the ducks. Toddlers use their physical skills as they rock on the seesaw. Others go to look at the sheep in the farmer's field next door. At times, staff working with the toddlers focus on the children's physical skills and do not extend other areas of development as effectively as they do indoors.
- Older children enjoy practising their early writing skills. Staff provide innovative ways for children to explore letters and sounds. For example, following an activity in which children trace letters of their names using pens, staff provide piping bags with melted chocolate for children to write with. They make links back to books they have read about the owner of a chocolate factory and how he uses chocolate for lots of different things. Children comment on the feel, colour and shapes they can make with the chocolate. They recognise different

letters and repeat the sounds.

- Parents comment positively on the friendliness and professionalism of the staff. They say they get regular feedback on what their children are doing. Staff ask parents about children's interests. They use this information to plan for children's learning and development. Staff also work closely with the schools that children move on to. They share information and organise visits to ensure that children are well prepared and cope well with the changes.
- Younger and older children have lunch together. Staff encourage children to help set the tables for lunch. Children hand out cups to their friends and choose what colour plates they would like. Staff talk with children about healthy food choices and how food gives them energy. They encourage children to use tongs and serving spoons to put food onto their plates. Younger children start to pour their own drinks. Children are becoming increasingly confident in carrying out tasks independently.
- Staff comment that they get lots of support from leaders and managers. They feel that leaders and managers care about their well-being and professional development. Leaders and managers support staff to attend training to enhance their skills and improve their practice. They have a clear vision for the setting, which they share well with staff, parents and children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers make sure that all staff working with the children have up-to-date knowledge, ensuring they understand the policies and procedures for keeping children safe. Staff are clear about the possible signs of abuse and how to refer concerns about the well-being of children. Staff are aware of how to whistle-blow if they have any safeguarding concerns. Leaders and managers know the procedures for handling allegations against staff. They carry out checks during induction and through regular supervisions to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- ensure that staff give children time to think and respond when interacting with them
- continue to develop the curriculum outdoors for younger children, ensuring that it enhances their learning and development.

Setting details

Unique reference number	2739728
Local authority	Gloucestershire
Inspection number	10309644
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	51
Name of registered person	Mary P's BCT Ltd
Registered person unique reference number	2739726
Telephone number	01452 731897
Date of previous inspection	Not applicable

Information about this early years setting

Mary P's BCT Ltd registered in June 2023. The nursery is situated in Twigworth, Gloucestershire. The nursery operates Monday to Friday, from 8am until 6pm. The nursery is open all year round, except for one week at Christmas. There are currently eight members of staff who work with the children. One holds qualified teacher status, and one holds an appropriate childcare qualification at level 6. Two hold appropriate childcare qualifications at level 3, and two hold appropriate childcare qualifications at level 2. The setting is in receipt of funding for free early education for children aged two-, three- and four-years old.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication, language and literacy activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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