Inspection of Mary P's Ltd

Ashchurch Parkway, TEWKESBURY, Gloucestershire GL20 8TU

Inspection date:	2 May 2024

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this calm, spacious setting and receive high-quality care. The leadership team has developed a bespoke curriculum to flow throughout the nursery to maximise indoor and outdoor play. The practitioners carefully plan for the children to be in small groups, as well as having a key person. As a result, children are confident and show they feel safe and secure. Younger children happily leave their parents.

The practitioners plan highly motivating learning opportunities to engage children in their play. They make 'pizza faces', tasting new foods and have fun making pictures as they talk about their homes. Practitioners sing songs and read stories to children throughout the day. Older children eagerly listen to what practitioners are saying. There are squeals of excitement as they get ready to play the next exciting parachute game.

All the practitioners value and respect children's choices. For example, children show they want to play in the soft-play area after snack, others want to play outside and have a story later. Practitioners adapt the curriculum delivery to enable children to build their interests and ideas. The children's behaviour is exemplary. They are polite and kind to each other. The practitioners are excellent role models.

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

- The dedicated leadership team is passionate about developing a skilled workforce. All practitioners receive high levels of support to build their knowledge and skills sets. The experienced practitioners are excellent role models to apprentices. For example, they show how to soothe a child during a nappy change by singing and making it a special bonding time. The training and modelling means all children receive high-quality teaching.
- Practitioners continuously monitor and reflect on children's progress exceptionally well. Monthly room review meetings enable the practitioner to plan 'wow' activities. These focus on a particular area the children need to learn. The special educational needs coordinator works closely with parents to ensure gaps in learning are swiftly shared. They seek support from outside agencies, to help with targeted interventions. Individual learning plans are put into place. These are regularly reviewed with parents and built upon. This enables children to make excellent progress, ready for their next phase of learning.
- Children learn about emotions and how to manage feelings extremely well. They intently listen to stories, such as 'Daisy Dragon'. The practitioner encourages the children to describe times that have made them happy or scared. They explore how colours can represent feelings. As part of the story, they learn ways to manage their own feelings. For example, breathing techniques to help them feel

calm. This helps to equip the children to have the skills to recognise and manage their own feelings.

- Children have ample opportunities to develop their physical skills, indoors and outdoors. Children practise their jumping and balancing skills in the large outdoor area, receiving praise as they think up new games. They skilfully weave between each other, making sure they avoid bumping into their friends.
- Children develop excellent self-care skills. They line up to go to the toilet independently and wash their hands. Younger children feed themselves and wipe their faces. The practitioners use every opportunity to develop children's learning. At snack time, younger children hand out plates and cups. Older children count to check there are enough. They practise reading and recognising their names on the place mats.
- Practitioners expertly capture children's attention as they learn about the world around them. The children take turns learning how to make 'colourful erupting volcanoes'. Careful questioning from practitioners encourages the children to express their ideas and predict what might happen next. The children learn new words, such as 'baking powder, vinegar' and 'reaction', to develop their communication and language even further.
- The practitioners provide detailed feedback about their child's day to parents. There is also an online platform to communicate and support parents. Social events are put on throughout the year, such as Father's Day breakfasts. The nursery attends local community events and takes part in the yearly parade. Parents speak extremely positively about the practitioners.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY412550
Local authority	Gloucestershire
Inspection number	10335607
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 8
Total number of places	93
Number of children on roll	84
Name of registered person	Mary P's Ltd
Registered person unique reference number	RP902454
Telephone number	01684291194
Date of previous inspection	21 June 2018

Information about this early years setting

Mary P's Ltd registered in 2010. It is situated in Tewkesbury, Gloucestershire. It is one of three settings owned by the provider. The setting is open Monday to Friday, from 8am to 6pm, all year round, except for bank holidays. The setting receives funding to provide free early education for children aged two, three and four years. There are 24 members of staff, 1 member holds a post graduate certificate in education, 2 members of staff hold a level 6 qualification, 11 members of staff hold qualifications at level 3, 5 staff have a level 2 qualification. A further four members of staff are also employed. These include administration staff and chefs.

Information about this inspection

Inspector
Verrity Simons

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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