



Marigold Day Nursery

Inspection report for early years provision

Unique Reference Number	306427
Inspection date	12 December 2006
Inspector	Jean Evelyn Thomas
Setting Address	1 Milner Cop, Heswall, Wirral, Merseyside, CH60 5RJ
Telephone number	0151 342 7709
E-mail	
Registered person	Kathleen Moore
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Marigold Day Nursery opened in 1997 and operates from premises in Heswall, Wirral. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year except for public holidays and the period in between Christmas and New Year. All children share access to a secure enclosed outdoor play area.

There are currently 68 children aged from birth to under five years on roll. Of these, 15 children receive funding for early education. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 20 members of staff. Of these, 18 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment. Effective procedures are in place to protect children from the spread of infection. For example, nappy changing procedures, toy and equipment cleaning rotas and food preparation. From an early age children effectively learn the importance of good personal hygiene through daily routines, for example, washing children's hands after nappy changing and cleaning their teeth after meals. Older children attend to their own personal needs competently. They independently wash their hands after toileting and after playing certain messy activities, such as in the sand, and before eating their snacks. Through staff support children gain an understanding of staying healthy, for example, covering their mouths when coughing and wiping their noses. Child friendly posters are displayed to promote children's understanding of self help skills to reduce risk of cross contamination. The sick child policy is shared with parents before the arrangement commences. When children become unwell parents are contacted and children are made comfortable whilst waiting to be collected. First aiders are on duty at all times, consequently children receive the appropriate attention in the event of an accident.

Children learn about healthy eating from an early age. They benefit from a varied, balanced and nutritional diet. The meals are cooked in the nursery kitchen. Fruit and vegetables are incorporated into the daily diet. Colourful posters are on display around the nursery to show the wide range of vegetables and fruit, which are used for discussion to promote a healthy life style. Children enjoy their meals and can have a second helping if they wish. Systems are in place to ensure children's dietary needs are met and that they are not given food which may trigger an allergic reaction. Fresh water is available in each care room. Older children confidently pour their own drinks, younger children make staff aware when they are thirsty, learning to respond to their bodily needs.

Children enthusiastically take part in physical activities both indoors and outside. All children benefit from fresh air all year round ,unless weather is exceptionally bad. Appropriately dressed the children choose from a range of outdoor activities. Babies in prams are kept warm with blankets. Children happily run around, peddle bicycles, use push along toys and develop good coordination with balls. The children choose the windy day box of toys and play with wind mills, chiffon scarfs and wind tunnels. The babies watch the bubbles, blown by staff, move in the wind and reach out for them. When it starts to rain the children continue the outdoor play under the covered area of the garden. The staff ask the children not to run as they may slip on the wet ground. The children spontaneously respond to this by playing a marching game. Babies are developing their physical skills as staff encourage their rolling, sitting and crawling skills. The babies happily investigate different opportunities as they become more mobile and confident.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm, bright, welcoming and secure environment. The children's art work, posters, photographs are attractively displayed. Play materials are set out to encourage play on children's arrival. The children have ample space in each care room to play in comfort and pursue a range of age appropriate activities. Children enjoy spreading the construction toys at floor level whilst they build a rail track and buildings, without infringing on other play areas. The facilities meet the children's varying needs, such as offering quiet rooms for sleep, and privacy in the toilet facilities if required. There is a sun sail in the garden to offer a large shaded area during the summer months to allow children to continue to benefit from outdoor play, protected from the sun.

Children have access to a wide range of resources that stimulate their interest and expand their learning. In all rooms, areas are set out for the continuous provision of varied resources and media, to enable children to freely choose activities. The play materials are suitable for the ages of children. The nursery has equipment to meet the care needs of children, such as cots, sleeping mats, feeding chairs, prams, low level tables and chairs.

Good procedures ensure the children's safety in a very well organised environment. Risks of accidental injury are minimised as the staff regularly use risk assessments to reduce hazards. Advice is sought from an independent agency regarding risk assessments, this also keeps the nursery up to date about current legislation. There are effective safety and security measures in place, for example, security pads on all entrance doors to ensure unauthorised persons can not gain access. Children are learning to keep themselves safe, they know not to run when inside, to sit carefully on the chairs and they practise emergency escape procedures. Children are kept safe on outings through the staff reinforcing road safety procedures. When children are taken on outings the nursery implements the ratio of one member of staff to three children. Effective systems are in place to ensure children are collected by named persons, with suitable arrangements for emergencies. There is a high level of supervision at all times to ensure children's safety. Sleeping children are checked by staff on a regular basis.

Staff have secure knowledge of child protection issues and the action they would take in order to protect children from harm. Staff are aware to report concerns to the appropriate agency.

Helping children achieve well and enjoy what they do

The provision is good.

Children happily greet staff and receive a warm welcome on arrival. Children separate from their parents in a relaxed manner and quickly settle into a play activity of their choice. The children are confident in a caring environment. The nursery's settling in procedures, which involves visits to the nursery before the arrangement commences, helps new children to feel secure. The key worker system promotes consistency of care for children. Children feel emotionally secure as their intimate care needs, such as nappy changing, feeding and settling down to sleep are attended to by their key worker. Children receive lots of support, attention and encouragement from staff.

Babies respond to adults and enjoy a close relationship with each other and the older children. They enjoy cuddles and physical contact which enables them to feel secure and play contentedly. The quality of younger children's learning experiences is being fostered as staff plan appropriate activities, based on the 'Birth to three matters' framework. Staff plan activities according to the children's ages and stages of development and organise resources effectively to promote independence and social skills. Children respond well to the adults calm, quiet approach and their clear explanations. From an early age children learn to explore and investigate, using their senses as they feel the textures of different materials from a range of resources, including natural products, paints, dough, gloop and jelly. For example, children painting as part of the Christmas activity begin to paint their hands and experiment with a different way to make their mark. The toddlers play with a mound of shredded paper feeling it, making it rustle and smelling it. They laugh and squeal with delight as they lift and drop handfuls of paper, enjoying the sensation as it falls onto their faces and hands. The babies explore the musical instruments, with the support of the staff they discover the different sounds they can make. Early communication skills are well supported through high quality adult-child interactions. Staff respond to the babies using words, gestures and facial expressions. Children learn to enjoy books as they are read to often and can easily access books in all care rooms. There are many opportunities for children to be creative including small world and role play. Children dress up as fairies and confidently move around the play room as their play idea develops.

Children of all ages benefit from regular trips out of the nursery to learn about the local community, for example, they visit the shops, the supermarket, cafes, the library and parks.

Nursery Education

The quality of teaching and learning is good. Children are making progress as they are supported by staff who have secure knowledge of the Foundation Stage and the early learning goals. The nursery has recently introduced the continuous learning environment which encourages children to make their own choices in play and determine the direction of the session. Children grow in confidence as they pursue the activities which are of interest to them and play at an unhurried pace. They are able to freely revisit the activities to reinforce their learning and practice skills. The broad range of activities set out and the planning of the focus activities ensures all areas of learning are included daily. Staff complete ongoing observations of children to assess their development and learning. Key workers know their group of children very well. The planning identifies general differentiation in activities, such as different sized crayons for the children's varying abilities. However, the plans do not inform staff what areas to concentrate on to meet individual children's needs for their possible next steps in development and learning. The staffs' positive interaction and enthusiasm contributes to children's progress. The children are motivated in play and show good levels of concentration. Communication skills are actively promoted as staff listen and respond to all children.

Much of the emphasis of the session is on children making choices to increase their confidence, independence and inquisitiveness. A group of children select the magnets, they go around the play room discovering what is magnetic and ask staff questions about their finds. The same group of children later return to the magnets and continue their investigations. They share their delight and excitement with staff in finding a small screw, securing the wooden table, which holds their magnet in place. Staff respond well to situations arising spontaneously. For

example, the children tell the staff that the play dough is crumbly. The staff gathered resources and together with the children make a new batch of play dough. The children measure the ingredients. Staff invite the children to touch and smell the ingredients. They asked questions to prompt children to describe the different textures. Initially the children think the oil is water until they explore it further. The children use mathematical language as they talk about what they are doing, for example, counting out the cups of flour and comparing the sizes of the different spoons. Children enjoy submerging their hands in the mixture, squeezing it, creating bubbles, scooping it up and controlling the flow dropping from their hands. Children's mathematical development is intrinsic in many activities, such as out door play, in role play and games, such as the fishing game. The children enjoy using nets to scoop out the fish from the water trough and they put the correct amount of fish into different tubs labelled with written numerals. Children develop their self care skills as they put on aprons without instruction from staff before they paint, play with the water and as they dress themselves appropriately for outdoor play. Children enjoy books either as a group activity or being read to individually by staff. They freely select books and introduce them into role play or sit quietly in the library area. Children handle books with respect and many follow the words with their fingers knowing they carry a meaning. Many children recognise their written first name. Older children are forming letters and some are writing their own name. The writing table is well resourced and attracts children to develop their early writing skills. However, writing materials are not positioned in the role play area to support children's understanding of writing for a purpose. Children are confident communicators with each other in play, with staff and visitors to the nursery. Staff introduce new vocabulary frequently. For example, in answering children's questions about food staff talk about proteins and carbohydrates. Children have the opportunity to explore a wide range of media and materials to use to design and to construct. They build train tracks, make their own pictures, which includes experimenting with colours and create three dimensional models. At the workshop table children construct from recycled items and craft materials. The children learn to use new tools, such as the tape dispenser. Children use their imagination in role play and small world play. They develop their own play ideas and confidently use resources from different areas to support their play, for example, cars and small world people with the construction blocks. All children show an interest in the computer, many operating it independently and printing off their work. Children gain an understanding about everyday technology through play resources, such as the till, microwave and remote controls. Children learn about the world around them by going for walks in the local area and the wider world through focus activities. The student on placement is from Germany, children have learnt German songs and about culture and traditions including Saint Nikolaus. For this, they wash their wellington boots and line them up and discover treats inside them the next day. The children have opportunity to learn French as an extra activity. Children enjoy various physical activities both energetic and calmer pursuits. They learn to move their bodies in different ways to musical movement and yoga with a trained instructor.

Helping children make a positive contribution

The provision is good.

Children form excellent relationships; their confidence is evident in the way they interact with each other and the staff. Children are introduced to cultures, beliefs and traditions different to their own. For example, children participate in activities related to Diwali and Chinese new

year. Staff do not stereotype play. All children have equal access to play materials to ensure they benefit from a wide range of play opportunities. Children are helped to consider and value diversity because there are various posters, books, dolls, play figures and games which show positive images of race and culture, although resources showing disability and gender issues are limited. Staff are committed to inclusion and are willing to update their knowledge by undertaking relevant training. They liaise well with parents and relevant professionals to ensure that they plan and work together, using recognised and consistent techniques which benefit any children with learning difficulties and/or disabilities.

Children's behaviour is good. Staff manage children's behaviour very positively, children are helped sensitively to understand what is acceptable. Staff are very good role models, they remain calm and patient and help children to learn self-discipline and consideration of others in a nurturing environment.

Partnership with parents is good. Parents are provided with information about the care their child receives. The positive relationship reinforces children's sense of belonging and ensures their confidence in the setting. Good communication, newsletters and parent's evenings keep parents very well informed and involved in their child's learning and helps staff and parents work together to help children make progress. Wall displays are informative about themes and good information about the Foundation Stage curriculum and the 'Birth to three matters' framework. Parents can gain in their knowledge of the curriculum which their child is following because helpful photographs show how children's activities link to the areas of learning and components to the 'Birth to three matters' framework.

Spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

The good organisation of the care rooms and staff deployment contribute to children's safety and enjoyment. The key worker system works extremely well, it provides the children with a sense of belonging and ensures that their individual needs are met and that they are making progress. The recruitment and vetting procedure is thorough to ensure suitable people are appointed to work with children. Staff have high regard for the children's well-being and their welfare. Annual appraisal systems monitor staff's performance to ensure continuity in practice. The management promote personal development through training to enhance the quality of care provided. The operational plan is comprehensive and along with the policies and procedures is regularly reviewed to ensure it reflects current practise. However, the complaints procedure and corresponding recording documents have not been amended to reflect the changes to the National Standards. The successful implementation of the 'Birth to three matters' framework is reflected in the children's confidence to explore and experiment within their environment.

Leadership and management of the nursery education is good. The management provides positive direction and is actively involved in the setting. The staff are well motivated and work cooperatively together. Through knowledge of the plans and regular team meetings they understand their role and responsibility in relation to developing children's learning. Thorough

systems are in place to evaluate the quality of the curriculum, such as assessing the activities and verbal feedback from parents.

Records are stored securely and confidentiality is maintained, with arrangements in place for the sharing of records with parents about their child. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Since the last care inspection the registered person, the deputy and the cook, on completion of their duties, provide lunch time staff cover to make sure the correct ratios of staff working directly with children is maintained. A register of staff attendance is in place. The recording systems for accidents and administering medicine ensures confidentiality for children's protection.

The previous nursery education inspection recommended that parents have access to the daily plans, these are now on display. It was also recommended to improve the children's attainment and progress assessments by including observations made by parents of their child's learning at home. There is opportunity for parents to share this information which is used by staff as part of the process in completing the assessments.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- extend resources which promote positive images of people who are disabled and gender issues
- ensure the complaints procedure and corresponding recording documents comply with the current criteria to the National Standards.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further develop the differentiation in planning to identify the next steps in the individual children's development and learning
- provide opportunities in the role play area for children to use writing as a means of recording and communicating.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk