

# Mallards Wood Daycare

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY273292
<b>Inspection date</b>	24 May 2007
<b>Inspector</b>	Sharon Henry
<b>Setting Address</b>	157-159 St. Barnabas Road, Woodford Green, Essex, IG8 7DG
<b>Telephone number</b>	0208 498 9739
<b>E-mail</b>	info@mallardswood.com
<b>Registered person</b>	Mallards Wood Group LTD
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Mallards Wood Daycare nursery registered in 2004. The groups is registered to provide care for a maximum of 50 children aged three months to under five years when offering full day care and an additional six children aged five to under eight years when the holiday play scheme is operation. The group is run by Mallards Wood Group LTD and is situated in the Woodford area of the London borough of Redbridge. The setting operates from a building formed by combining two houses together providing five activity rooms on the ground and first floors a room built at the end of the garden and a secure enclosed outdoor play area. The nursery is open each weekday from 07:30 to 19:00 for 52 weeks of the year, the out of school care has a breakfast club open 07:30 to 08:45 and an after school club open 15:15 to 19:00, Monday to Friday, term time only and a holiday play scheme open 07:30 to 19:00 during school holiday periods.

There are currently 61 children aged from three months to four and a half years under eight years on roll. Of these, 21 children receive funding for early education. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs 19 members of staff, including the manager who is supernumerary; of these, 13 hold appropriate early years qualifications and six are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children benefit from healthy meals that are cooked on the premises. The menu displayed showed children are given a variety of nutritious meals and snacks which caters for different dietary needs, for example, there is a vegetarian alternative available. Meal times are organised allowing children to enjoy their food and eat at their own pace. Children are appropriately nourished and enjoy their meals, with some asking for seconds. Meals for the very young are prepared according to their needs, for example, for children who have not mastered chewing, their food is liquidised. Older children are able to independently access fresh drinking water from the drinks table. Staff ensure that younger children have regular drinks of water juice or milk.

Children's health is maintained as staff administer medication appropriately after gaining parental permission, and keep accurate records. Parents are kept informed of their child's health, including any accidents involving their children and consent to seek emergency medical advice or treatment is requested for all children. Children's health is further promoted as a high percentage of staff hold a current first aid certificate. This means that they can give appropriate care if there is an accident.

Staff are effective in promoting good hygiene practice. Through daily routine, children learn the importance of good personal hygiene. For example, children wash their hands before meals and after playing in the garden. Staff reinforce this with gentle reminders. Children benefit from the staff's knowledge and understanding of good hygiene practice, precautions such as disposal gloves and aprons which are used when attending to children's personal care and different colour disposal gloves are used when serving food, minimise the risk of cross contamination. Effective procedures for the safe preparing and storage of food, such as different coloured boards for meat, vegetables and salad further contributes to children's health.

Children enjoy daily opportunities for fresh air and exercise within the well-equipped enclosed outdoor play area. Well-planned opportunities are provided for all children, a wide range of large and small equipment is used to help children gain control over their bodies. For example, climbing frame, sea-saw and scooters.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a bright, welcoming, safe and secure environment where they are able to feel settled and comfortable. Children are grouped in rooms according to their age and ability, where space is used well to allow them to play, eat and rest safely depending on their needs. Children's art work is displayed around the nursery, which makes the environment attractive and helps children to feel valued. The group rooms are bright with adequate ventilation and a good range of natural and artificial lighting.

Children benefit from the many safety measures that are in place to ensure children's safety both inside and outside. All fire exits are clearly labelled and staff are aware of the procedures

to follow should they need to evacuate the premises, and carry out regular random fire drills to ensure that children are fully aware of the actions to take in the event of an emergency.

Effective safety measures are followed to ensure that children cannot leave the premises unsupervised and unwanted visitors cannot have access to them. For example, visitors are required to sign in and out and are supervised by staff.

There is sufficient space for children to move about freely and seating for children's comfort. Suitable toys and resources are purchased from reputable suppliers. Most are within children's reach and good storage is provided for other resources. Therefore children are benefiting from the provision of furniture, toys and resources that are safe and suitable for their different ages and stages of development.

Children's safety is further enhanced by the staff's sound knowledge and understanding of child protection issues. All staff have attended child protection training and are aware of the procedures to follow should they have any concerns. This will ensure staff quickly recognise when a child is in danger and can act in the child's best interest.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children enjoy warm, positive relationships with staff who demonstrate a detailed knowledge of their needs and routines. For example, when one of the children became a bit upset and started to cry a member of staff recognised that he was tired and got him his comforter resulting in the child becoming settled. Staff provide various play experiences for younger children and babies, demonstrating a satisfactory understanding of the 'Birth to three matters' framework.

Children's creative development is encouraged through activities such as painting, play dough and singing familiar songs and rhymes. Younger children enjoy playing with the water where they spend time filling containers and pouring the water out. Through role play, children are beginning to use their imaginative skills. For example, one child put on a Christmas hat and pretended to be Santa Claus coming down the chimney to deliver presents other children became involved by pretending to sleep they would then jump up and be excited about the presents.

Staff know the children well and spent time talking and listening to them; they show an interest in what they are doing as they sit at their level and participate in their play. Children enjoy circle time when they can get together and share experiences. However, staff are not always aware of children's individual needs at circle time. For example, because of the length of time and them having to sit in a confined area children became restless resulting to them all talking all at once and staff trying to talk over them.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Practitioners have an acceptable knowledge of the Foundation Stage although they have had limited training in this area, however their understanding of how to effectively use the stepping stones to plan, monitor and record children's progress is insecure. This means that on some occasions, activities and learning intentions are not always closely matched to the abilities of individuals, particularly the more able child.

Children in receipt of funded nursery education enjoy a suitable variety of activities and are making satisfactory progress through the early learning goals in all areas.

Children's personal social and emotional development is generally supported. Children are confident, sociable and happy in the setting. They approach adults and peers with enthusiasm and they make good relationships, initiating conversations with others. They show independence within the nursery routine and are self-reliant in aspects of their personal care, such as hand washing and putting on coats.

Children are aware of their own physical needs, such as for drinks, food or sleep. They show control when fastening coats and some children can manage zips and buttons. Children experiment with different ways of moving when playing outdoors, and they show good control and coordination

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are secure within the friendly and welcoming atmosphere. They are well supported by positive interaction with warm and caring staff. As a result their spiritual, moral and cultural development is fostered well.

Children are valued as individuals in the setting. Planning of care focuses on addressing their individual needs. Children have a sense of belonging due to staffs' interaction and key workers who take responsibility for children's care and developmental needs. There are opportunities for children to learn about the wider community through celebrating other festivals, however, their learning is not fully maximised due to limited resources that reflects cultural diversity and disability.

Currently there are no children with learning difficulties and/or disabilities, but the named person ensures that all staff are kept up to date with recent initiatives and that procedures are followed for working with parents and external agencies.

Children are learning to respect one another as they are encouraged to use good manners such as please and thank you. Younger children play in harmony and show consideration towards one another. For example, when a child became upset because he had no one to play with, he was comforted by another child. Children are learning to take turns as they are encouraged to wait until their turn at the easel. Staff use gentle reminders and praise to reinforce good behaviour.

Staff develop good relationships with parents and carers. They provide them with some useful information about the setting, for example, through regular newsletters, notice boards, a brochure and informal chats with staff.

The partnership with parents of children receiving nursery education is satisfactory. Parents are happy with the standard of service provided and activities are displayed on the notice board along with newsletters to keep them informed of what is happening in the setting. However, there is limited information about the curriculum for those in receipt of nursery education funding and no formal system for sharing children's progress with parents.

## **Organisation**

The organisation is satisfactory.

Children are contented in the relaxed environment and develop settled relationships and interest in the activities. They are grouped in rooms according to their age and ability, where space is used well to meet children's individual needs.

Children benefit from being cared for by enthusiastic and caring staff who enjoy their roles and develop warm, positive relationships with the children in their care. Staff are appropriately qualified and recruitment and vetting procedures are thorough, ensuring staff are suitable to work with children. Staff are deployed effectively meaning children are supervised appropriately at all times.

Children's records are detailed and informative, ensuring staff have a sound knowledge of children's needs. All legally required documentation is in place and is maintained and stored securely in order to maintain confidentiality.

Leadership and management of the nursery education is satisfactory. There is a commitment to develop the provision and the management team have clear aims for the future. Satisfactory systems are in place to monitor and evaluate the curriculum.

The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

The group have made many improvements in both care and nursery education since the last inspection. Children's safety has improved because staff carry out daily risk assessments on the premises and equipment to identify and reduce any risk to children. Effective staff deployment ensures that children are supported at lunch time. For example, all staff now sit with the children at lunch times.

Through training staff have become more confident with the Birth to three matters framework and have started to put this into practise; planning for the under threes now reflects the Birth to three framework.

The group are still working on devising an effective method to provide parents with ongoing information about their children's daily routine and future learning goals. The setting is working closely with the early years team with regard to improving their planning and assessment to ensure that they more clearly identify individual children's next steps.

## **Complaints since the last inspection**

Since the last inspection, Ofsted received one complaint relating to National Standard 1: Suitable person and National Standard 11: Behaviour. Concerns were raised regarding the suitability of a member of staff and the management of children's behaviour. Ofsted visited the nursery and the providers identified areas to improve to ensure they would continue to meet the National Standards. An action was set under National Standard 13: Child Protection. Information was received from the provider showing that the action had been addressed. Ofsted was satisfied that the National Standards were being met and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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### 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):

- organise circle time to ensure that it takes into account children's comfort and different ages and stages of development
- ensure children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice.

#### **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):

- extend opportunities for children to participate in simple calculation and measuring through practical activities
- review planning and assessment systems to ensure that they more clearly identify individual children's next step
- improve the partnership with parents by ensuring they are fully informed of the Foundation Stage curriculum and that progress records are actively shared with them.

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](http://www.ofsted.gov.uk)