

# Marigold Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	227217
<b>Inspection date</b>	16 April 2007
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<b>Registered person</b>	Margaret Higgs
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 good.

### WHAT SORT OF SETTING IS IT?

Marigold Day Nursery opened in 1990. It operates from three rooms on the ground floor of a private house and in an additional garden room. The nursery also has a play area set within a mature natural garden in Edgbaston, Birmingham. The nursery serves the local area and wider community as parents and carers commute to the city.

There are currently 20 children from birth to five years on roll. This includes funded three and four-year-olds. Some funded two-year-olds are following a pilot scheme. Children attend for a variety of sessions. The setting is able to support a number of children with learning difficulties and/or disabilities and who speak English as an additional language.

The nursery is open Monday to Friday 08.00–18.00 five days a week, except for bank holidays, the whole week at Christmas and the last week of August. There are ten staff who work with the children. All staff have early years and childcare qualifications to National Vocational Qualification level two or three except one student who is studying childcare. The nursery is in receipt of nursery education funding. The nursery receives support from a teacher/mentor from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Children's health is soundly promoted as the staff take positive steps to promote children's good health and encourage them to begin to take responsibility for meeting their own health needs. Children explain why they wash their hands to prevent germs from spreading and are able to independently access a sink in the pre-school room to wash their hands before snack and meal times. Positive steps are taken to prevent the spread of infection and appropriate measures taken when children are ill, so that health needs are met. The registered person shares the details of exclusion periods for illness with parents and takes all precautions to prevent the spread of illness in children at the nursery. However, the changing mats at the setting have tears and splits which leave room for cross infection to occur.

Children enjoy varied opportunities to experience physical activity and develop their skills. They make good progress in their physical development because the staff provide plenty of opportunities for physical play through well-planned indoor and outdoor activities. This helps children develop the confidence to enjoy moving with control, using their bodies in various ways. For example, children enjoy dancing to music or meeting the challenge of an obstacle course. Obstacle courses have been inventively created by staff from role play resources, for example, a den is created from the role play kitchen and blankets and curtains are used to make tunnels. As a result, children have fun developing physical skills in all weathers.

Children have a balanced diet and are provided with nutritious, balanced meals and snacks appropriate to their individual dietary needs. Mealtimes are relaxed, social occasions when children and adults sit together around the table to enjoy their food and each other's company. Children are appropriately nourished. Guidance has been obtained from a dietician to prepare the children's menu and changes are made to the menu to ensure meals are popular with parents and children. All foods are made from fresh, or fresh frozen, ingredients and consideration given to the amount of salt and sugar in the menu. Children have suitable opportunities to learn about healthy eating because staff use many varied activities to support their understanding. They enjoy trying meals and foods from a variety of cultures and they enjoy cookery activities. Although children do not help with the preparation of meals and snacks, they talk about food such as brown bread being good for them and have immediate and ready access to drinks of water or milk.

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

The provision is satisfactory.

Children are safe and are generally well cared for in premises that are safe and suitable for their purpose, however, weakness in security allows visitors to enter from the rear of the building having been allowed through the side gate unchallenged. Processes and action plans to minimise risks are not adequately monitored to ensure all risks are being minimised in line with the full and comprehensive risk assessment, which has been carried out by staff.

Staff ensure that the environment gives children good access to a satisfactory range of facilities that successfully promote their development. Children always use a suitable range of equipment that is safe. This is because the setting provides furniture, equipment and toys which are appropriate for their purpose. They are of suitable design and condition and are well maintained. Children are learning to keep themselves safe. They begin to understand about safety issues

both within the setting and outside and during planned and spontaneous activities. They learn about fire safety, rehearsing the emergency evacuation procedure regularly with the provider. Children also learn to negotiate steps, tuck chairs under tables to prevent trip hazards and to be mindful of other children to ensure everyone's safety and well-being. Younger children are able to investigate and explore their surroundings safely. They begin to understand there are rules and boundaries that keep them safe.

Children are well protected from harm because staff have a sound understanding of their role in child protection. They are able to put appropriate procedures into practice. Newly appointed staff are clear from the induction process as to their role and responsibilities. As a result, children's safety and well-being is fully safeguarded.

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

The provision is good.

Children are confident, independent and are developing their self-esteem. They ask questions and respond to new challenges by questioning and using their own initiative. All children have their individual needs met and are developing a good range of knowledge and skills. This is because there are effective plans which provide activities and play opportunities that help children achieve in all areas. Children are happy and settled because the longstanding staff group maintain a very good relationship with parents and carers. There are very positive written messages from parents to staff who are satisfied with the care offered.

Children begin to distinguish right from wrong and form positive relationships. They are encouraged to make friends and develop good relationships with the other children. Parents discuss any difficulties or developmental changes as children learn to share. The emphasis on sharing is then encompassed into the planning for topics discussed and games played. There are good consistent boundaries and good adult support which helps children to develop appropriate skills. Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment.

### **Nursery Education**

The quality of teaching and learning is good. All key staff have a good knowledge of the Curriculum guidance for the foundation stage. Planning, observation and assessment is used to ensure positive outcomes for children. The staff explain their planning and can explain how they ensure that it provides a broad range of practical activities that cover all areas of learning. The plans are effective enough to allow other staff to deliver the programme effectively when the manager is absent. Everyone is made aware of the purpose of the activity including parents. Long term planning covers all areas of learning. Long, medium and short term plans include enough detail to show the learning intention, what the activity involves, resources, staffing, grouping of children and this is well evaluated in terms of what children have learnt, with the evaluation being used to inform future activities. Plans are linked to the stepping stones. These reference previous learning and children's starting points. Some of these are established from assessment and some from information passed to staff from assessment carried out by staff who are following the programme for children aged birth to three years. Staff ensure all children are included and are able to access all areas of learning. Planning takes into account specific needs of children. The staff encourage children to think about and demonstrate what they know and understand. Children are encouraged to remember and recount previous experiences to build upon what they know. As a result of good assessment of children's starting points the

staff have realistic and yet high expectations of what each child can achieve. The staff provide sufficient challenge for all children including more and less able.

Effective use of time, the limited space within the organisation of the accommodation and good use of suitable, varied resources helps children's learning. They are able to access some activities independently, make some choices within their learning and have time to complete some activities. Staff are directly involved in the learning. The session is well paced, which ensures that children are fully engaged and do not become disruptive.

Children have good opportunities to develop their attitudes and dispositions, which enable them to achieve in their learning. They are motivated to learn through exciting and interesting activities. They are developing their self-confidence and self-esteem and are beginning to learn right from wrong. They are developing an awareness of their own needs and those of others. They begin to understand that their actions and those of others have consequences. They form good relationships with adults and other children and are beginning to understand they are a part of their families and part of the setting. Children are able to become increasingly independent when dealing with their physical needs. They begin to take the initiative and to be self sufficient within their learning by choosing activities and accessing some resources for themselves. Children affirm their own presence as part of the group, answering to their name during registration and finding their own places to store their personal possessions.

Children are developing their competencies well across the four aspects of speaking, listening, reading and writing. The older children are beginning to write names using phonic knowledge for spelling. Younger children attempt writing for a variety of purposes as they begin to write recognisable letters. They have many opportunities to practise this as they write in many mediums, including messy play, for example, using baked beans to form letters on a plastic table cloth. However, some opportunities are missed, for instance, to make attempts to mark their own name to identify their own work and, for example, in making lists, stories and giving instructions. Children understand that print carries meaning and is read from left to right. They read a range of familiar words and simple sentences, show an understanding of the elements of stories and use story language when retelling narratives. They explore a range of words and texts, know how to use books for enjoyment and locate information. They are challenged to predict what may happen next and join in with familiar text, rhyming sounds in familiar stories.

Children begin to see connections and relationships in numbers, shapes and measures. Children use art and craft activities in the consolidation of learning about circles as they trace the circular shape of snails they have observed. They have further opportunities to develop measurement in regularly programmed cookery activities. They match and sort, are using mathematical language such as more than, one more, one less to help them to solve problems across a wide range of practical activities, such as stories rhymes, games, puzzles and in their imaginative play. They begin to use number in a meaningful context and understand that numbers represent sets of objects. Children begin to relate addition to combining two groups of objects and subtraction to taking away as they play with conkers, for example.

Children are beginning to make sense of the world around them by investigating and exploring through first hand experiences in an interesting environment. They have opportunities to observe, explore, question and be curious in a broad range of activities that form the foundation of later learning. Children investigate objects and materials, using all senses, find out about and identify features of living things, objects and events they observe. Children are very excited and interested in the snails in the tank. They look closely at similarities and differences in the habitat, the shiny patterns the snails leave across the dried leaves and logs in the tank. Children

know about the uses of everyday technology and use information and communication technology and programmable toys to support their learning. This is programmed into the planning on a weekly basis. Children build and construct with a wide range of objects, select appropriate resources, tools and techniques to shape, assemble and join materials. They consider the colours they need to paint a representation of the snails they have just seen. Every opportunity is taken to follow up children's knowledge as a fly is mistaken for a bee and children discuss the colour of bees and the sound they make during a spontaneous discussion.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills both when using large and small apparatus, tools and equipment. Children move confidently, imaginatively and safely, with control and co-ordination. They travel around, under, over and through balancing and climbing equipment. Small equipment such as climbing frames, balls, bats and hoops help them to develop their control and co-ordination in the outside play area. They are developing a positive attitude towards physical exercise and a growing awareness of how it can help them to stay healthy. Children handle tools, objects, construction and malleable materials safely and with increasing control. Children use drawing, painting and are gluing string in a circular pattern to represent the snails they are learning about. The activities and resources encourage emergent writing skills.

Children are able to be creative, expressing their own ideas and thoughts through art, music, dance, role play and imaginative play. Children recognise and explore how sounds can be changed and sing simple songs from memory, such as, 'Twinkle Twinkle Little Star' on request. They recognise repeated sounds and sound patterns and match movements to music. They use their senses and imaginations to create their own work and to communicate their feelings. Children use a widening range of materials and tools to help them to express their creativity.

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

The provision is good.

Good arrangements are made to ensure all children are included. There are sufficient, suitable resources and activities to help children learn about a diverse society through their play. They enjoy trying meals and foods from a variety of cultures as they happily take part in cookery activities. In topics covered as part of subjects in education, children hollow out a pumpkin for Halloween. There are many varied topics covering commonly recognised festivals. This means children have a balanced view about the wider world. Children whose first language is not English are well supported with the cooperation of parents who, for example, supply some words in children's home languages to assist staff as children learn English in the nursery. Parents are particularly encouraged in sharing cultural similarities and differences with the nursery community. Every effort is made to ensure areas of the nursery are accessible for those with disabilities and the nursery areas are offered at ground floor level within the main building.

Staff have a sound understanding of the Foundation Stage. They clearly explain how they support children's learning through a wide range of play experiences, both in and outside. For example, planning documents have inclusion as a theme that runs throughout the planned activities and learning for children. In the cookery activities staff make good use of the experiences and cultural backgrounds of staff and parents of the community, tapping into their ideas. Children are also developing booklets about themselves with photographs supplied from home of different family members to share similarities and differences with other children in the setting. There is a written behaviour policy which is understood and implemented by staff and shared with parents. There are good positive strategies to promote children's behaviour appropriately. For instance, the good pace of the day and each lesson leaves little room for

poor behaviour. Children are praised and encouraged to behave very well as they are helpful in pulling chairs in and in washing their hands well or helping to tidy up the setting. Staff praise and encourage children at every opportunity and children are developing positive relationships with staff and other children. They develop a family atmosphere as children are missed if they are not present. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Children are developing very good relationships with adults and other children in a setting where staff work closely with parents and carers to meet individual children's needs and ensure they are fully included in the life of the setting. Children's individual needs are well met because adults work well with parents and carers to develop close partnerships so that all children achieve to their full potential. Parents are requested to supply information as children begin life in nursery and they are encouraged to share information about family life and take an active role in topics and activities planned in the nursery. As a result, children feel comfortable and settled because they see parents and staff acting together and giving consistent messages.

## **Organisation**

The organisation is satisfactory.

Children benefit from a satisfactory organisation of the setting. It ensures that their health and safety and well-being are generally well met. Staff are committed to continue to up-date their skills and knowledge by attending training having a clear sense of purpose and a commitment to continual improvement. Children are protected from harm as the staff are aware of the importance of ensuring that all unvetted visitors are suitable and are not left unattended with children in the setting or whilst on outings.

The staff are actively engaged with children and ensure all ancillary tasks are organised outside of the time when children are cared for. Rooms are prepared each day for each session by staff working diligently whilst children are not present and during times when they are asleep. The staff make best use of the time, limited space and varied resources, to ensure children have a stimulating day and are cared for very well. The layout of space sometimes inhibits the choices available for children. For example, where children's toys are stored in larger boxes which are too heavy for them to independently access, staff are asked to help them. Children have to tidy up activities when sometimes they have not completed play and their play is interrupted by the changes in routine of the nursery. Weaknesses have been identified in health and safety, however, managerial staff are engaged in child care and education and are unable to monitor that the policies and procedures are all being implemented effectively and consistently, for example, in ensuring that students sign the record of attendance.

The leadership and management of the early education is good. The management of nursery education sufficiently monitor and develop the provision to ensure that children make good progress towards the early learning goals. Staff delivering the education programme have effectively developed the planning and ensured that, during the manager's absence, the staff delivering the Foundation Stage are able to seamlessly carry out the plans developed. As a result, children are developing positive attitudes and dispositions towards their learning. All children are supported appropriately to achieve their potential by knowing their starting points and working with parents and carers to support their progress.

Some policies and procedures protect children sufficiently however, they are not always effectively implemented to promote all the outcomes for children. Records are available and

retained for inspection. They are well organised and kept confidential. Overall children's needs are met.

### **Improvements since the last inspection**

At the last inspection the provider was asked to ensure detailed records are kept of when children are monitored during sleep and ensure that parents sign medication records to acknowledge administration. The provider was also required to improve risk assessment of the premises, identifying actions to be taken to minimise identified risks.

Children are never left unattended during sleep periods, the monitoring sheets are kept to inform parents of how well children have slept and that they are constantly observed, therefore records reflect sleep monitoring of constantly supervised children. These records are diligently completed and parents comment on how they appreciate the detail kept of these records. Parents provide written permission in advance of medication being administered and are required to acknowledge the record to ensure they are fully informed at all times. As a result, communication with parents is sound and the safety and well-being of children is protected.

A comprehensive risk assessment process has been developed. Action sheets noting how risks have been minimised and sheets to inform management of any further risks identified are in place. However, risks occur as systems to prevent this from occurring are not monitored effectively.

### **Complaints since the last inspection**

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.

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 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 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):

- ensure risks and hazards are reduced effectively both inside and outside; this refers to the system for managing access to the premises, ensuring that it is used and that fire exits are clearly identifiable
- ensure nappy changing facilities are provided which meet environmental health standards



- ensure action plans identifying action to be taken to minimise risks are monitored effectively; this refers to making use of accident books to identify hazards and risks and ensuring risks in accessing areas restricted to children are monitored
- ensure the deployment of staff and the adult:child ratios relate to staff time available to work directly with children; this refers to additional staff and management resources required to undertake management tasks.

### **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):

- ensure that children have the space they need for their activities; this refers to ensuring that they are allowed time for sustained concentration and increasing choice
- ensure that staff are not interrupted during the delivery of the educational programme to undertake managerial tasks

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