

Marlow Day Nursery

Inspection report for early years provision

Unique Reference Number	116696
Inspection date	11 February 2008
Inspector	Judith, Mary Butler
Setting Address	Sandygate Road, Marlow, Buckinghamshire, SL7 3AZ
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Registered person	The Marlow Day Nursery Limited
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?

The Marlow Day Nursery opened in 1997 and is privately owned. It operates from 4 childcare rooms in a purpose-built single storey building. It is situated on the outskirts of Marlow town centre in Buckinghamshire. A maximum of 71 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. All children share access to a secure enclosed outdoor play area.

There are currently 84 children under 5 years on roll. Of these, 27 children receive funding for nursery education. Children come from the local area.

The nursery employs 20 staff. The manager and 16 staff hold appropriate early years qualifications. The nursery also employs a cook.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All children access the outside area and fresh air on a daily basis. They have opportunities to use physical equipment such as climbing apparatus and sit and ride toys. Older children are confident in their physical skills and move around the identified areas with ease. However, planning for outside play does not provide children with access to a variety of fun and interesting resources and activities.

Staff follow effective hygiene procedures to ensure the health of children. These include wearing gloves when changing nappies and ensuring the changing mat is wiped after each change. Children are developing their independence and older children address their physical needs including going to the toilet and getting a tissue to blow their nose. Babies requiring sleeps do so in individual cots or pushchairs and staff undertake regular checks on sleeping babies. Older children who require a sleep use mattresses in an identified room; staff sit with the children during this quiet time. All of the required documentation to record accidents and administration of medication is in place. Staff follow effective procedures when completing this paperwork throughout the nursery. Parents countersign all completed forms and receive a copy. Completed documentation is filed to maintain confidentiality at all times.

Children enjoy a range of healthy, nutritious and fun food while in this nursery. Parents provide breakfast for their child and staff prepare this in accordance with their wishes. All other meals and snacks are prepared in the nursery and menus are displayed for parents to view. This ensures parents are aware of the food their child has eaten at nursery each day. Meal times are sociable occasions with children and staff sitting at tables to eat their meals and snacks. Older children are independent; they assist in laying the tables and serving the food. Individual children's dietary needs are discussed with parents and recorded; this ensures staff are able to meet each child's needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are bright, welcoming, clean and well maintained. Children's art work and photographs are displayed in the entrance hall and individual rooms and this assists children in settling and feeling comfortable in their environment. Staff greet parents and children enthusiastically at the main door to the nursery and within each room. Children of all ages are able to select the toys and resources they wish to use. This includes the babies who are able to choose toys from the range placed on the carpeted areas or make individual choices from the low shelving units. This assists them in developing their independence. Older children confidently select what and whom they wish to play with and work together to place the resources back on the shelf when they have finished or it is time to tidy up.

Children learn about keeping safe through the procedures adopted and followed by the stable staff team. Older children line up when going outside and know that they wear aprons when going on outings. Children take part in procedures to develop an awareness of safety including practising the emergency evacuation procedures. Staff record these to identify any risks to children. Staff undertake daily safety checks in all areas of the nursery and this ensures the premises are safe for children.

Staff have a good awareness of safeguarding children and all have attended training to update their knowledge. All staff are aware of the procedures to follow should they have a concern regarding a child in their care. Local Safeguarding Children's Boards (LSBC) procedures are held to refer or discuss any concerns regarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable in the nursery and most leave their main carer with ease. Staff working in each area of the nursery know the children well. They offer a high level of support to those children who are still settling into the routine following a change of room. This enables the children to feel safe and secure within their environment. Older children make friends with their peer groups and happily converse with staff and visitors to the setting. Staff have a sound knowledge of early year's guidance such as the curriculum guidance for the Foundation Stage and Birth to three matters. Planning in all areas of the nursery is in place but is flexible to allow children individual choices about what they wish to do within the time they spend at the nursery. Children receive a high level of support in their play, for example, praising and encouragement to one child who is learning to crawl through the tunnel. An effective key worker system is in place and staff know the individual children, their likes, dislikes and play preferences well, for example, the tractors are provided for a child who is still settling into the nursery. Children enjoy making choices about what they wish to play with but are also keen to join in with planned activities such as making the 'Elmer the elephant' picture.

Nursery Education

The quality of teaching and learning is good. Children are very confident in their surroundings and contribute their thoughts and feelings in group and individual situations. They choose the toys and resources they wish to use and develop strong relationships with other children and adults within the room. They are keen to assist with daily tasks, such as giving out the cups and laying the table for lunch. Children are well behaved and share the toys and resources. They have a good knowledge of acceptable behaviour within the nursery and often quote the rules to each other, for example, informing another child that they must share as 'sharing is caring'. Staff encourage and reinforce children's learning through questioning, listening and responding to children in a positive manner.

Children enjoy stories and books in small and large group situations and staff encourage them to contribute their thoughts and feelings. Staff choose books to reflect the chosen activities of the day, for example, stories about frogs prior to and after the walk to the ponds to look for frogs and tadpoles. Staff provide children with a range of activities to encourage mark making, such as, painting at the easel and writing material in the role play area. Children are aware that print carries meaning and most are able to select their names as they enter the setting and at lunch time. Children develop their imagination through a range of creative activities including music, singing and art and craft. They especially enjoy the role play in the hair salon, with some children playing the part of the hairdresser and others serving drinks and food on the china cups and plates.

Children are competent in their use of the computer and use the mouse to navigate their way around a simple computer programme. They have opportunities to undertake a range of outings in the local environment and this enables them to learn about the world around them, for example, the walk to the pond. Different themes and topics look at the celebrations and cultures of other people. Children go outside each day and use equipment such as the building blocks,

balancing beams and climbing apparatus. However, children have limited opportunities to make individual choices regarding the toys and resources they use while playing outside. Children are independent and use tools confidently within everyday situations and these include, cutlery, pencils and brushes. Children have opportunities to count and use simple calculations in everyday situations, for example, when lining up to go outside and at meal times. They use mathematical language in their play including tall, under, higher and bigger when playing with the building blocks in the outside area.

Staff find out about the child from the beginning through discussion with parents and staff in other areas of the nursery. They develop a good awareness of the needs, preferences and skills of individual children. This assists them in providing a range of activities and resources to suit the individual children in their care. Observations take place and are recorded and used to plan children's next steps in learning. They record children's progress through the stepping stones towards the early learning goals and share this information with parents at regular intervals through written reports and parents open evenings.

Helping children make a positive contribution

The provision is good.

Children are valued as individuals. Staff understand that some children have additional needs and there are suitable procedures in place to provide support if required. Staff know the children well and enjoy good relationships with children in all areas of the nursery. Children have a positive attitude towards the feelings of others and behave well. Older children show co-operation and take turns while playing with their peers. Staff act as good role models and reinforce positive behaviour through consistent boundaries, praise and encouragement. They display children's art work and share achievements with parents and this enables children to develop their self-esteem. Children access a range of resources to reflect the world we live in for example, books, puzzles, role play and small world toys. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Staff work well with parents to ensure children make the transition from home to nursery with ease. They have several visits before starting at the nursery and this allows them to get to know the routines of the nursery and staff within each room. This ethos remains through the nursery and children gradually spend time in the next area of the nursery before they 'move up'. Staff encourage the parents to share information about their child and this enables the staff to meet the individual needs of all children. Regular feedback is offered verbally at the end of the day; parents of babies also receive written information regarding their child's daily routine. Parents receive information about the setting through the prospectus, newsletters and notice boards. However, they do not receive written information regarding the policies and procedures including the complaints procedure when they register their child at the nursery.

The nursery operates an open door policy and parents may discuss their child with the staff at any time. Parents receive written reports regarding their child's progress and have the opportunity to attend an open evening where they can view all areas of the nursery and discuss their child's progress with the key worker. Verbal feedback about the nursery obtained from parents during the inspection is very positive.

Organisation

The organisation is good.

Staff make good use of the available space within the nursery. Children move confidently around all areas identified for their use. The high staff to child ratios ensure that children receive appropriate levels of supervision and support in their play. Staff are clear about their individual roles and responsibilities and this contributes towards the smooth running of the nursery.

All of the required documentation to support the health, welfare and safety of children is in place and procedures are followed to ensure consistency in completion of the paperwork through all areas of the nursery. Effective systems are in place for recording the attendance of children and staff; Parents sign their child in and out of the setting and this ensures accurate times and days are recorded. All visitors to the nursery are requested to sign in and out of the visitor's book and parents and visitors have to ring to gain entry to the setting. Recruitment and induction procedures are in place and this enhances the welfare of the children who attend. The setting meets the needs of the range of children for whom it provides.

The leadership and management are good. Staff show an awareness of early year's guidance and use this to provide children with an interesting curriculum. All staff are involved in the planning process. An effective key worker system is in place and staff know the individual children well. They undertake regular observations on all children and use these to identify their next steps in learning. Staff identify their individual strengths, weaknesses and training needs through an annual appraisal system. Regular in house training provides staff with opportunities to update their skills and knowledge, for example, safeguarding children and first aid. Regular room, room leader and whole staff meetings take place. These are used to discuss routines, policies, planning, individual children and identify training needs.

Improvements since the last inspection

Following the last inspection for day care there was one issue to be addressed. This related to the serving of food to ensure good hygiene procedures were followed and meal times were reviewed to enhance children's learning.

Since the last inspection the nursery have adapted the organisation of meal times to ensure hygiene procedures are followed. Older children assist in laying the tables and serve their own meals, they determine how much food they would like to eat. This enables them to develop their independence.

At the last inspection for nursery education the setting was asked to address one recommendation. This related to providing children with opportunities to use technology, practise writing their names, count and use simple calculation in everyday activities.

Children now have opportunities to access a range of information communication and technology equipment and this includes a computer available to the children throughout the session. They are confident in their skills and older children navigate their way around a computer programme with ease. Children use number and simple calculations in everyday situations, for example, when counting the children at register time. They are encouraged to write their own names on their pictures and paintings and have regular opportunities to mark make.

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 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):

- further develop the information parents receive regarding the policies and procedures including the procedures to be followed should they wish to contact the regulator

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 use of the outside areas to provide all children with a variety of activities and resources. (also applies to care)

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