

Marsh Lane Day Nursery

Inspection report for early years provision

Unique Reference Number	142873
Inspection date	14 May 2008
Inspector	Elaine Douglas
Setting Address	64 Marsh Lane, Yeovil, Somerset, BA21 3BX
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Registered person	Marsh Lane Day Nursery Ltd
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?

Marsh Lane Day Nursery opened in 1995. It is privately owned and operates from a converted house which is located on the outskirts of Yeovil, Somerset. Children aged from two to five years are cared for in the ground floor accommodation, which consists of three play rooms, with a separate kitchen and toilet facilities. The first floor is dedicated as a unit for children aged from three months to 24 months. There are three enclosed outside play areas. Children attending come from Yeovil and the surrounding areas.

The nursery is registered to care for up to 34 children aged under eight years and there are currently 71 children on roll, of whom 23 receive funding for nursery education. The nursery has experience of supporting children who have learning difficulties or disabilities and for whom English is an additional language.

The nursery is open from Monday to Friday 08.00 to 18.00, throughout the year except public holidays. There are 16 members of staff who work with the children. The manager holds a Level 5 qualification, eight staff hold a Level 3 and two hold a Level 2. Two staff are working towards

a Level 4 qualification, three are working towards a level 3, and three are working towards a Level 2. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All children have regular opportunities to enjoy being outside and develop large muscle skills. Babies enjoy sitting in the shade and exploring textures, while those more adventurous are closely supervised as they try to use the equipment. Toddlers push prams, propel sit on toys with their feet and even push each other on wheeled toys. Staff plan activities outside which include exploring foam and ice. The preschool children benefit from direct access to a separate outside area, where they can access resources to promote their all-round development. Children use a range of large and small equipment to develop their physical skills. For example, one child runs around the track, while others play skittles and some watch the movements of the ribbons as they wave them in the air.

Children develop a good awareness of healthy practices through their activities and daily routines. They engage in conversations about what is good for them, and as they put on their hats and sunscreen they demonstrate their understanding that too much sun could make them ill. They wash their hands before eating and after using the toilet, and comment that they do not want to get germs. All children have their own drinks or access to fresh drinking water and staff ensure these are available when they go outside. Children enjoy healthy snacks and home cooked nutritional meals. The cooks have had food hygiene training and there are good diet and food hygiene procedures in place. Babies' bottles and food are labelled and stored appropriately. Parents provide good information to ensure babies only receive suitable food when weaning.

Children are protected from illness by good sick child and medication procedures. Staff clean tables with antibacterial spray and try to keep the floors clean. Some staff wear slippers in the baby and toddler rooms to keep the carpets clean. However, this is not consistently followed. The outdoor sandpit is covered to prevent animals using it. Younger children are protected from cross contamination by staff following good nappy changing procedures and by having their own bedding to sleep on. Dummies are kept clean and on named hooks when not in use. Staff follow good routines to keep toys and equipment clean. A first aid qualification is held by six of the staff, including the manager and deputy. First aid equipment is available on both floors and a smaller pack is available for outdoor use. Parents are informed of any accidents and given good information on what signs to look for in the event of any head injuries. Parental consent is obtained for seeking emergency advice or treatment.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe through the good deployment of staff and supervision. Regular risk assessments are carried out and daily visual checks are used to ensure that all necessary equipment is in place. Good security ensures children cannot leave the premises unsupervised and strangers cannot gain access. The gardens are secure and the gates to the car park area are locked before children access it. Children of different ages have their own base rooms but have good opportunities to spend time together. They access a good range of developmentally appropriate resources and equipment, such as, small slides and climbing frames in the garden

used by the children under three years. These are regularly checked to ensure they remain safe. Telephones in each room enable staff to communicate and seek help in an emergency.

Children learn to help with their own safety through regularly practising the emergency evacuation procedures. Good fire equipment is installed and regularly checked. Older children engage in conversations about road safety and toddlers automatically turn around to go down the stairs on their front. Staff place themselves at the top, bottom and middle of the stairs to provide close supervision. Babies sleep safely in travel cots in an adjacent area to the baby room, which is regularly monitored by staff.

Children's welfare is safeguarded through the staff's good knowledge of child protection procedures. All staff have received current child protection training and good documentation is in each room for further guidance. Staff are aware of the procedures to follow in keeping confidential records and reporting any concerns. A record is kept of any existing injuries. Good safety policies and procedures are in place, such as, in the event of a lost or uncollected child, to ensure staff can act quickly in the interest of the child.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three years benefit from the staff having a good awareness of the Birth to three matters framework. They have been proactive in transferring this knowledge to the new Early Years Foundation Stage and provide resources and activities which effectively support the youngest children in becoming competent learners. They gain a positive self-image as they see photographs of themselves with their family members and pets. Toddlers join in enthusiastically with familiar songs and babies in the adjacent room join in with the actions. Treasure baskets and low-level containers of resources enable them to make choices and explore a range of natural resources using all their senses. All children enjoy books, role play, musical instruments, large construction toys, and art and craft. Staff make regular observations and record examples of children's progress, a summary of which is discussed with parents and the next stages for their development is identified.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage curriculum and work directly with the children at all times providing good interaction and encouraging communication. Children benefit from the 'free flow' sessions where they are able to access the resources supporting each area of development both inside and outside. Children are given excellent opportunities to ask questions and contribute their own ideas. Staff encourage children to engage in conversations which increases their vocabulary, helps them review their learning and promotes self-esteem as they learn from each other. For example, a conversation about walking to school prompts one child to remember finding an acorn, this leads to children recalling the story of Chicken Licken and then discussing their favourite stories.

Children's development is promoted through planned experiences and activities which are interesting and motivate them to learn. Staff have a good awareness of the benefit of using children's interests and ideas to encourage their disposition to learn. For example, one child's interest in a television character is extended by staff until all the children join in with the theme of eating healthy foods and taking exercise. Children remain at activities until they have completed them to their own satisfaction and they demonstrate their interest. For example,

when the youngest children make their own passports, one child excitedly shows another who is just arriving and they then also want to take part.

Children's mathematical skills are encouraged through their routines and activities, for example, counting how many skittles they have knocked down. Staff use the available space well to allow children to access resources independently to develop their creativity and practise new skills. For example, children use string, glue and/or tape to join their constructions together, which enables them to work out which is the best technique for different types of materials. Children independently access the computer and are able to use the mouse to complete tasks and to move between programs.

Children build good relationships with each other and with the staff. They take care of their personal belongings and work together well. For example, one child shows another how to turn off the computer when it is time to tidy up. They help take care of their own environment and put relevant items in different bins for recycling. Staff make regular observations of the children's achievements and have a good understanding of each child stages of development. However, there is currently no record kept of the children's next stages of development. Overall, children make good progress towards the early learning goals, considering their abilities and starting points.

Helping children make a positive contribution

The provision is good.

Children are confident, settled and happy within the setting. Their behaviour is generally good. Staff use consistent, appropriate behaviour management strategies, consequently children develop a good awareness of the expectations staff have of them. Babies and toddlers have a key person who they go to for cuddles and reassurance. Good information is sought from parents to enable children's individual needs to be met. For example, staff are aware of babies' routines and any individual care needs. Communication books are used to ensure parents are kept informed and children receive consistent care. The manager has an 'open door' policy and parents are kept informed of the procedures to follow should they have a complaint.

Children develop a good awareness of people's differences through celebrating a range of festivals, such as, Zimbabwe Independence Day and St George's Day. They access cultural resources and some positive images of disabilities. There are currently no children with learning difficulties and/or disabilities. However, staff are all experienced in providing appropriate support and working closely with parents and outside agencies. Three senior staff are trained as Special Educational Needs Coordinators to provide good support throughout the nursery. All children are included and their individual choices respected. For example, when one child is offered a real apple as part of their game, staff ensure that all children are made aware they can have an apple if they wish and cut them up for those who do not want to eat it whole. Spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. They receive good information on the provision and the Foundation Stage curriculum. Parents' evenings provide good opportunities for parents to find out how the curriculum is implemented and their child's learning is promoted. Meetings are also used for parents to meet their child's key person and discuss their child's development. Regular newsletters provide additional information and any updates to policies. The planning for each room is displayed. Parents' feedback and suggestions are readily sought and acted upon. For example, one parent requested a copy of the menu and this is now sent out to all parents each month.

Organisation

The organisation is satisfactory.

Children's care and welfare is effectively promoted through the satisfactory organisation of the premises, routines and documentation. Staff are well deployed to ensure children are kept safe and receive good supervision. However, the organisation of some daily routines such as mealtimes and hand washing takes too long and occasionally starts to impact on children's behaviour, causing staff to have to intervene. Children's personal files are kept in the appropriate rooms for easy access and all documentation is well organised. The operational plan is set out under the five outcomes for children and provides an effective working document. Policies and procedures are regularly reviewed and the majority provide all necessary information. However, the behaviour management policy does not reflect the procedures for children under two years.

Children and staff's attendance is accurately recorded and records are kept on the deployment of staff. However, when staff change rooms, for example, to cover lunch breaks, this is not recorded. Children are cared for by experienced, mostly qualified staff, who work well as a team. All necessary checks are carried out to ensure children are only cared for by suitable personnel. The setting meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The manager works closely with the deputy manager who leads the planning and implementation of the Foundation Stage curriculum. The deputy meets with the junior room supervisor to ensure all funded children receive good opportunities to work towards the early learning goals. Staff have good opportunities to attend training and to continue updating their knowledge. The manager meets with staff every six months to review their personal development. Staff have regular team meetings, planning meetings and full review meetings to continually look at practice and future development. Actions from the previous inspection and advice from the local authority have been acted upon which reflects the commitment to ongoing improvements.

Improvements since the last inspection

At the last inspection the group was set actions to improve. They were asked to ensure the correct adult to child ratio is maintained and to revise the procedures for complaints.

Since that inspection the staff's working hours have been reviewed and adjusted. A visual system has been put in place to monitor the ratios at the beginning and end of the day. This ensures that correct ratios are maintained and children receive appropriate supervision to keep them safe. A new complaints policy is in place which meets current requirements and a system has been devised for keeping records in the event of a complaint. Parents are informed of the procedures and Ofsted contact details. This enables parents to protect their children's welfare and contact the regulator if necessary.

The group were also given two recommendations to improve the nursery education. They were asked to review the system for assessing and recording the children's progress, and to plan and provide more opportunities for children to explore and investigate materials.

The assessment system has been reviewed and now shows children's clear progress towards the early learning goals. Staff are now in the process of implementing a new system which will track children's development in line with the Early Years Foundation Stage. Children now have greater opportunities to explore and investigate materials so that they can find out how things work.

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 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):

- ensure the procedures for protecting the younger children from cross contamination from carpets is consistently implemented
- review the organisation of some of the daily routines to ensure they do not impact on behaviour
- include the procedures for behaviour management of children under two years in the policy and ensure the deployment records for staff clearly identifies any changes

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):

- improve the assessment records by identifying children's next stages of development in conjunction with their parents

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