

Marylands Private Nursery School

Inspection report for early years provision

Unique reference number

EY309455

Inspection date

13/05/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Marylands Private Nursery School opened in 1979, with a change of ownership in 2005. It operates from five base rooms in a purpose-built building to the rear of a brick built two storey house which is the baby unit, situated on a main road in Penwortham, Preston. There is an enclosed outdoor play area.

The nursery is open from 08.00 until 18.00, Monday to Friday all year round, except for public holidays and one week at Christmas. It is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 102 children aged under eight years. There are 125 children on roll, of whom 53 are two years and under and none are of school age. Government funded nursery education is provided at this setting for three- and four-year-old children. The setting supports children with learning difficulties and/or disabilities and welcomes children who have English as an additional language.

The owner employs a qualified and experienced nursery manager to head a team of 19 childcare practitioners, 15 of whom are qualified to level 3 or above. Seven ancillary staff are also employed. The setting is a member of the National Day Nurseries Association with advice and training also accessed from the local authority Sure Start development consultancy.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The staff team has a passionate commitment to improvement and regularly reflect on their practice to ensure an inclusive provision prevails. The management team is skilled at identifying key areas for improvement in order to promote positive outcomes for all children. Children engage in a wealth of interesting and varied activities that support their individual progress and development to an extremely good level. Exceptional attention is paid to meeting the needs of every child who attends and particularly when planning activities that reflect their interests and learning styles.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to conduct audits of the provision to identify areas for development and improvement.

The leadership and management of the early years provision

Children's health, safety and well-being are very efficiently promoted because the setting maintains all the necessary records, policies and procedures, including comprehensive risk assessments and suitable complaints procedures. The nursery

uses extremely robust recruitment and employment procedures so that the suitability of all staff is effectively managed. Any staff who have not completed this process are not allowed unsupervised access to the children. The staff team is experienced and suitably qualified and ratios are exceptionally well maintained, frequently exceeding the Early Years Foundation Stage minimum standards. All the staff are very confident in safeguarding children and are able to put the correct child protection procedures into place if necessary. Tremendous commitment is shown by the registered provider and management team as well as by individual staff members towards training. This influences extremely positively on the quality and continuous improvement agenda that the nursery is achieving for the benefit of all children who attend. The continuation and development of regular audits will be of much benefit to the continued and sustained improvement of the provision so that the outstanding quality of children's learning and care is maintained.

The well-equipped outdoor learning area is planned so that children gain maximum benefit every day. Children's safety and security both indoors and outside is rigorously maintained, with good use made of the risk assessments and daily checks that are in place and carried out by staff and management. Play resources are plentiful and highly age appropriate in each age group area. All children can make choices in their play easily because resources are accessible across the 10 curriculum areas. The nursery has developed excellent self-evaluation tools, which all staff contribute to and review regularly, so that outcomes for children are as good as they can be and continuous improvement is driven forward. The nursery promotes inclusive practice extremely well. This means they are successful at meeting every child's individual needs and ensures that all children achieve according to their individual starting points. The setting implements effective ways of partnership working with parents and carers, and with other providers and services, thus promoting the integration of the care and learning that children receive as a whole.

Parents are given excellent and clear information about the setting and about what their children have done each day. They receive regular newsletters and daily diaries for the under two's and have access to a wide range of displayed information ranging from play plans to health promotional literature. Parents and carers have free access to the development records kept on their children and are encouraged to contribute to these and to share what they know about their children's learning and developmental progress.

The quality and standards of the early years provision

Children enjoy their time at the nursery; they play freely in an exceptionally welcoming and child-centred environment. The friendly and highly professional staff team, and the welcoming surroundings, encourage all children to feel relaxed and confident. In each age group, continuous provision is organised to promote children's progress across each of the six areas of learning. Each area is well resourced, for example, the range of mark making items is comprehensive and allows children to practice and experiment, gaining skills that contribute effectively to their future economic well-being. Children enjoy daily activities outside and learn about growth when they plant sunflower seeds and watch with interest as the

chicks hatch from the eggs in the incubator. Staff use the outside area to its full potential as children experience the freedom of the outdoors where they can run, play and use wheeled and climbing equipment, so gaining and improving their physical skills and coordination fantastically. The curriculum continues outside to allow learning with a freedom not afforded indoors. Visits to a nearby play park provide children with the chance to extend their skills using the large fixed equipment there. Children's confidence is boosted and they learn how to take and manage risk, under the close supervision of the adults caring for and supervising them. Babies enjoy play outdoors, are taken for local walks in the fresh air and can play safely outside on soft surfaces. Toddlers take part completing the obstacle course, supported enthusiastically by their key worker as they are encouraged to jump or step over low hurdles.

Children enjoy expressing themselves when exploring the properties of shaving foam, compost, dry pasta, sand, water and paint. Whilst investigating flour, children learn cause and effect as they blow through their straw and watch as they see the flour being moved by the directed air. Electronic and programmable toys are freely available in all age group rooms. Children use the computer, music equipment and interactive toys with confidence. Children's language and numeracy skills are highly promoted. They learn how to count in everyday activities. Group and individual story sessions are enjoyed as they listen to favourite books, with children encouraged to join in. Children are learning to recognise their own and others' names in print and have many opportunities to see letters and numbers displayed for them to refer to in their activities and free play. All children are making progress in their learning extremely well because staff plan exciting and interesting activities that are designed to meet their individual learning needs and interests. Children's progress and achievements are recorded in their own learning records. The observations that key workers and others make are used to plan children's next steps.

Children's good health and well-being are greatly encouraged. Staff use good hygiene practices in their daily routines, such as when changing nappies and when serving meals. Children learn to follow good hygiene and health routines. They wash their hands at key times during the day and use words like 'germs' when telling the inspector what they are doing when they are getting ready for lunchtime. The nursery provides nutritious meals and snacks across all the age groups, with food prepared according to individual dietary requirements by the cook and kitchen assistants. Children are learning about how to make healthy eating choices. They are provided with a range of healthy snack options every day for them to access using rolling breaks. They look at pictures of the different food groups, helped by staff, and decide what they think would be good for them to eat. Children are well hydrated, as drinking water is always easily available to all the children at all times. Toddlers are seen frequently accessing their own lidded drinking cups when they are thirsty, with younger children having set times during the day for drinks. Staff value and encourage the children's good behaviour; they constantly offer praise and acknowledge their achievements. Children understand the rules and routines of the setting well. They make firm friendships amongst themselves and their independence is extremely well fostered as they develop the habits and behaviour of good learners.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met