

Marigold Day Nursery

Inspection report for early years provision

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Inspector Suzette Butcher

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Marigold Day Nursery was registered in 1997, and is a privately owned family business. It is situated in the centre of Heswall, Wirral. Children are accommodated within four rooms, according to age. A maximum of 64 children under eight years old may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play areas.

There are currently 74 children in the Early Years Foundation Stage (EYFS) on roll. The nursery provides funded early education for three and four year olds. The provision is registered by Ofsted on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. Children attend from a wide catchment area. The nursery currently supports children with special educational needs and children from families in need.

The nursery employs 21 members of staff, who all hold an appropriate early years qualifications. Of these, two staff hold early years degrees and one has achieved Early Years Professional Status (EYPS). The setting is a member of National Day Nursery Association, and support is available from a local authority early years consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The safeguarding of children is given a high priority in the inclusive, enabling setting. The staff's strong commitment towards continual improvement, and the robust training programmes continually improve outcomes for children and their families. Children make good progress towards the early learning goals and the promotion of independent, active learning is a key strength in the setting. Planning and basic assessment systems meet children's needs, although baselines and monitoring systems are not robust. Effective partnerships are maintained with parents and carers and appropriate support agencies. Information sharing with parents and others in EYFS is progressing.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop a whole setting approach towards self-evaluation to clearly identify key areas for improvement
- build on current good practice by developing the two-way flow of information with parents, carers and other providers within EYFS
- review systems to clearly identify shared starting points with parents and carers, and to monitor children's individual progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Safety and security is given a high priority throughout the setting. Children are rigorously safeguarded through comprehensive policies and procedures and information on the Local Safeguarding Children Board is regularly updated. Effective links are maintained with appropriate agencies and professionals to protect children and support families. Robust recruitment and employment procedures, and ongoing appraisal systems maintain staff suitability and protect children. A wealth of risk assessments are completed on all areas, and on any outings to promptly identify potential hazards.

The management team demonstrate a very strong commitment and capacity towards continual improvement as they achieve high quality care and education for children. All recommendations from the last inspection have been completed. A number of significant improvements have been made since the last inspection to improve outcomes for children and their families. For example, the reorganisation of the outdoor play areas creates inviting, enabling environments, which increase play and learning opportunities for children across the age ranges. Self-evaluation programmes are regularly reviewed and parents' opinions are requested and highly valued. Children are consulted in the pre-school and their preference for outdoor play acknowledged. Reflective practice has recently been introduced to the whole staff team as a basis for continual improvement. Nevertheless, the current self-evaluation procedure is not based on a whole setting in the identification of key areas for improvement.

Staff are all highly motivated and supported by management to further raise their skills and qualifications in the comprehensive training programme. Two senior staff have achieved early years degrees and are working towards EYPS, and one has achieved EYPS. This forms a firm basis to drive improvement and continually raise standards throughout the nursery. Staff have clear roles and responsibilities and work well together within the large team. Most staff have worked in the setting for many years which provides consistency and continuity for families. High staff ratios are consistently maintained with an effective key worker system in place to strengthen links with families and support for children's well-being. Areas within the nursery are well organised to provide stimulating play and learning opportunities for children.

Very effective partnerships are maintained with parents and support agencies, such as speech therapists or paediatricians, to ensure that children's special educational needs are recognised and supported at an early stage by everyone involved. Staff work closely with parents and undertake an Individual Health Care Plan to clarify different roles and actions. Key staff complete training and organise meetings with parents and support professionals to plan for children's additional care and learning requirements. Positive attitudes towards diversity and difference within all children are strongly promoted to help children to learn to value different aspects of their own and other people's lives.

The two-way flow of information with parents and carers promotes a shared understanding of children's individual needs. Parents sign a partnership agreement that outlines roles and they are given booklets with suggestions for supporting their child's learning and development. Staff invite comments from parents in shared diaries or profiles and offer numerous different opportunities for parents to be practically involved in their child's nursery life. For example, parents attend play days, craft sessions, breakfast mornings or help to develop the outdoor play areas. Parents and carers attend meetings to discuss their child's progress and share their child's learning journal. Parents comment that they are very happy with the overall quality of the provision, and write that they are pleased with their child's progress. Links are developing to share information and create a smooth transition for children into their different primary schools. Letters are sent to children's other providers of EYFS and partnership links are evolving. However, practice is not consistently secure and does not fully promote the integration of care and education for children and families. Links with the wider community are highly valued. For example, a science teacher from a local grammar school presents exciting science projects, such as magnets or electricity, on regular visits. Children visit the library, café, park to enhance their awareness of their local community.

The quality and standards of the early years provision and outcomes for children

Children are very happy and confident in the welcoming, bright environment. They have fun as they eagerly choose activities and learn to make their own decisions. The development of children's independence and promotion of active learning are key strengths throughout the nursery. Resources are thoughtfully stored for children and small steps in learning are encouraged in self-help skills, such as dressing or toileting. Areas of continuous provision, in the indoor and outdoor environment, provide a stimulating range of inviting opportunities for children across the age ranges. Babies eagerly investigate treasure baskets full of different objects, and develop a sense of identity and belonging in the supportive environment. Children are offered appropriate challenges to extend their experiences with time to explore, practise and apply their learning. Staff intervene sensitively and provide explanations to make children think, as they work alongside them and extend learning. This helps children to acquire new skills and try new experiences. The development of children's language and communication skills are given a high priority. Toddlers confidently use gestures, facial expressions and sounds to make themselves understood and name objects, such as a dragonfly. Children join in lively action songs or share stories. Letter sounds, word patterns and mathematical concepts are regularly reinforced in daily activities, such as highlighting initial sounds or counting plates for lunch.

Children's individual starting points are informally discussed by parents and the keyworker, during the settling in period. Care details are recorded but information on development is not clearly established to form a shared baseline for children's learning. Staff regularly observe children as they play and identify next steps in learning for each child. Children's individual progress towards the early learning goals is recorded in their learning journey, with observations, photographs and art examples. Systems to monitor children's progress and access to all six areas of the

curriculum are variable. For example, pre-school complete a tracking record and keyworkers write a transition overview when children change rooms. Nevertheless, systems are not consistently robust. Children's preferences and interests are identified to inform future planning and staff use information from observations to plan daily activities. A good balance of adult-led and child-initiated opportunities are provided. Focus activities are recorded and evaluated to inform future practice. Planning is also based on topics, such as, transport or fairy tales, in the pre-school group to imaginatively extend children's experiences. Activities culminate in a bus journey or the role play area becomes a forest and children help to make porridge or gingerbread.

Changes in the seasons and different cultural festivals are celebrated throughout the year. Resource boxes and changing role play areas develop children's awareness and respect for similarities and differences in people's lives, as they learn about the wider world. A positive attitude towards sustainability is actively promoted when children are encouraged to recycle items or use enormous, recycled tyres or natural objects as play materials. They recognise birds, find mini beasts or help to grow plants and vegetables in the garden. Older children discuss the recent earthquake and raise funds to support the survivors.

A healthy lifestyle is strongly promoted. The flow of activities between the indoor and outdoor environments, ensure that children benefit from regular exercise and fresh air throughout the year. Children wrap up in hats, gloves and wet weather clothes to build a snowman or shelter under the canopy. Good hygiene practices are actively promoted and children learn why they need to wash their hands, drink fluids regularly or clean their own teeth after each meal. Food for babies and children consist of well balanced, nutritious options, such as hummus or soups, which are cooked from fresh ingredients on the premises each day. The cook is actively involved in the nursery and often shares her menus with parents. Children's dietary needs are rigorously protected. Younger children rest or sleep comfortably, and babies sleep in cots as they follow their home routines.

Children are encouraged to consider and recognise potential risks and dangers as they gradually accept responsibility for their own safety. They begin to consider the consequences of their actions and learn to recognise different feelings and emotions. Children develop a strong sense of ownership as work collaboratively to clear away resources. Children are encouraged to develop skills for their future well-being as they learn to solve problems together or understand technology. Older children confidently activate programmes on a computer, take photographs with a digital camera and display these on the computer screen. Children are well-behaved as they happily share, take turns and play together cooperatively. They learn to be considerate towards adults and each other in the friendly, consistent atmosphere where staff act as positive role models.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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

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