

Mallards Wood Daycare

Inspection report for early years provision

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Inspector Sharon Henry

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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

Mallards Wood Daycare nursery registered in 2004. The group is registered to provide care for a maximum of 50 children under eight. The group is run by Mallards Wood Group Ltd and is situated in the Woodford area of the London borough of Redbridge. The nursery is open each weekday from 7.30am to 7.00pm for 52 weeks of the year. There are currently 55 children on roll all of whom are in the early years age group and some of whom attend on a part-time basis. The nursery currently supports children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery employs 18 members of staff, including the manager who is supernumerary; of these, 13 hold appropriate early years qualifications and five are working towards a qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the nursery where they benefit from warm relationships with well qualified staff. Children make sound progress in relation to their starting points and experience a well balanced programme of activities which generally support the learning needs of all children. Staff have established effective partnerships with parents, carers and other services which support children. Staff use self-evaluation to produce an accurate understanding of the strengths and weaknesses of the provision and therefore, demonstrate a commitment to improvement through the continuing development of good practice.

What steps need to be taken to improve provision further?

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

- further develop the opportunities for the parents to contribute to initial assessments to identify children's starting points
- ensure that assessments of children and planning link together to identify the learning intention, children's starting points and the next steps in their learning and build on this information to plan for children's individual learning needs to enable them to make progress towards the early learning goals
- extend the range of planned activities and experiences for children to ensure they have continuous purposeful play.

The effectiveness of leadership and management of the early years provision

The leadership and management of the early years provision is developing following the recent appointment of a new manager. For example, policies and procedures have been reviewed and updated. Documentation, such as accident

records and registers, is well maintained to help keep children safe. Additionally children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues. There is a sound policy and procedure in place which gives staff clear direction of how they should proceed if they have a concern about a child. This policy includes the procedure to be followed should an allegation be made against a member of staff. Information about policies and procedures is shared with staff at regular meetings and training needs are identified through appraisals. There are secure systems in place to recruit and vet new staff, ensuring that all adults working with the children are suitable to do so. However, not all staff's employment history is accurately recorded. Risk assessments are completed regularly. Additional risk assessments for outings are also recorded to ensure children are safe and secure in the nursery, in the garden and on outings. Documentation is organised well and supports the care of children effectively. All relevant documentation is maintained to fully support children's care and to ensure their needs are known.

Parents are welcomed into the setting and can share some time with their children. Feedback from parent questionnaires compliments the staff team on the care and support provided by the staff and management. Information is available in the reception area and staff and the manager have time for parents. Verbal exchange is given, but more formal information about how well their children are achieving and how parents can support their learning and record sharing is less successful. In addition to this the setting has communication books which allow staff to record the child's routine throughout the day. However, although there are communication systems in place the staff do not routinely ask parents and carers for information about their child's starting points in relation to the six areas of learning. This means parents are not always fully up-to-date with their children's development and progress.

Staff deployment is well organised to ensure children are fully supervised without inhibiting their ideas and imagination. Children easily access the broad range of good quality resources, which enables them to instigate their own play. Equipment is stored in low-level units giving children the opportunity to self-select and to help tidy away. The daily plan provides children with a range of play activities that covers all areas of learning. However, it is not always effective in ensuring that children are kept fully occupied. For example, on the day of the inspection after lunch there was a period when a small group of children played aimlessly as there was little to occupy them.

The leadership and management team have begun to identify some aspects of the setting that require improvement, while work remains on increasing the extent to which the programme is individually tailored to meet the needs of all children, particularly the less proactive learners in each age group. Nevertheless, their commitment to ongoing training for the whole staff team provides a positive basis upon which to progress. The nursery demonstrate capacity for continuing improvement by successfully addressing recommendations from their last inspection.

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

Children throughout the nursery are happy, settled and secure. They enjoy opportunities to form friendships and benefit from playing in both the welcoming indoor play space and the interesting outdoor play space. Children start to develop a sense of belonging as they hang their coat and bags on their own labelled peg. Children are encouraged to share and take turns, and learn to respect the basic expectations within the nursery that help them to work together with others. In addition, children are encouraged to behave positively through frequent praise, positive reinforcement of good behaviour and clear guidelines as to expectations and boundaries within the setting. Children have access to a good selection of toys and equipment, which are clean and well maintained. Staff carry out regular observations of children as they play. However, these are not always used to inform planning to meet the learning needs of individual children. For example, the learning intentions and the next steps as well as their starting points are not clearly identified, which impacts on staff's ability to plan effectively and help move children on to the next stage in their development.

Children are becoming confident learners and enjoy their time at the nursery. Babies are accommodated in a bright, attractive room with a wide range of toys and play resources. Their individual routines and family lives are respected with staff noting, for example, sleep patterns and food consumed. Parents are given a brief, daily written report for babies, outlining the child's welfare matters during the day. Risks of cross-infection at nappy changing times are minimised as good systems, such as wearing disposable gloves and aprons, are actively implemented. From an early age children learn the benefits of a healthy lifestyle. They learn the importance of good personal hygiene through well implemented routines, such as washing their hands before eating. Children are well nourished as they receive good quality, freshly prepared meals and snacks. Carefully planned menus ensure children are provided with a balanced diet, which also takes into consideration their likes, dislikes and any specific dietary needs.

Children engage in a good range of physical activities that help keep them healthy, such as free flow access to the outdoor area, which is well organised, providing children with a variety of experiences such as climbing and balancing. They enjoy playing with the hoops and the wheelbarrow and ball games that involve catching and throwing help develop children's coordination. There are many opportunities for children to be creative as they make use of the free flow designated creative area. They use a range of resources, such as glitter, paint and cotton wool, to create designs. Babies participate in water and sand play, they become excited as they explore the texture of the sand with their feet and hands and then respond with smiles. Children enjoy circle time, where they sit attentively and listen to stories and sing songs. They become engrossed in their favourite book the 'Shark Park'.

Children benefit from caring and attentive staff, who spend time sitting with them and showing an interest in what they are doing. Staff are active in promoting children's personal, social and emotional development, and use strategies, such as

'Nelly the elephant', which involves children taking 'Nelly' home for the weekend and then sharing their weekend adventures with their peers.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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