

# Marigold Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	227217
<b>Inspection date</b>	14/04/2010
<b>Inspector</b>	Jackie Nation

<b>Setting address</b>	27 Rotton Park Road, Edgbaston, Birmingham, West Midlands, B16 9JH
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<b>Email</b>	
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Marigold Nursery was registered in 1990. It operates from three rooms on the ground floor of a private house in the Edgbaston area of Birmingham. The setting is easily accessible via a gate leading into an enclosed outdoor play area and nursery entrance door. Children are cared for in playrooms according to their age and stage of development. All children share access to an enclosed outdoor play area and additional garden room.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register for a maximum of 28 children at any one time. There are currently 20 children on roll, all of whom are within the Early Years Foundation Stage. The setting is in receipt of funding for nursery education. The setting is open each weekday from 8.00 am until 5.45 pm for 51 weeks of the year. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language.

There are eight members of staff, all staff hold relevant early years and childcare qualifications to Level 3 and one member of staff is a qualified teacher. The setting receives support from the local authority and a teacher/mentor.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and content in this homely and welcoming nursery, and make good progress within the Early Years Foundation Stage. Partnerships with parents, carers and other agencies are a key strength. This contributes significantly to ensuring that the needs of all children are met very well and they get any additional support they need. Consequently, children make good progress, given their age, ability and starting points. The nursery demonstrate a good commitment to ongoing continuous improvement and strive to improve the experiences for children attending the setting.

## What steps need to be taken to improve provision further?

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

- develop further opportunities for children to develop and use their home language in their play and learning
- review the procedures for ensuring the ongoing suitability of all adults looking after children
- improve the links with other providers of the Early Years Foundation Stage, to further support children's continuity of care and learning.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children is given good consideration. Staff prioritise children's well-being and are confident in the effectiveness of procedures regarding allegations of abuse and reporting child protection concerns. They attend training and the policy on child protection is shared with parents. Children are safeguarded by appropriate recruitment and vetting procedures, including effective induction procedures for new staff. Criminal Record Bureau checks are in place for all staff to ensure their suitability to work with children. However, there is currently no system in place to check the ongoing suitability of staff to ensure this remains so. Ongoing professional development is encouraged and staff hold good levels of qualifications and experience. The comprehensive range of policies and procedures ensure the setting runs smoothly on a day to day basis. The care environment is safe and secure and good attention is given to safety checks and risk assessments. Recording procedures are effective with regards to children's attendance, medication and accidents.

All staff are enthusiastic, dedicated and work well together as a strong and supportive team. The nursery environment is very welcoming and promotes a child centred approach which enables children to be self-assured, independent and secure. Children are motivated and interested in the broad range of activities and take responsibility for choosing what they do. Toys and equipment are stored in accessible units around the room and have pictures and labels to help children find them easily. This is an inclusive setting where warm and caring staff have a good knowledge of children's individual needs which enables them to promote all aspects of their welfare successfully. Children with additional needs and their families are very well supported and all children can access the learning experiences provided equally. Staff work collaboratively with external agencies to provide inclusive, appropriate care and learning for each child. However, there is scope for improving partnerships with other providers of the Early Years Foundation Stage to further support children's continuity of care and learning. Children with English as an additional language are supported and staff work closely with the child's family. Bilingual staff work at the setting and key words in home languages are obtained from parents. However, not all community languages are sufficiently considered to fully support children using their home language in their play and learning environment.

Partnership with parents and carers is good and they are provided with a comprehensive range of policies and procedures. The setting obtain an accurate picture of the child from their parents prior to admission and keeps clear records which are regularly shared and updated with parents. Daily discussions with parents helps to keep them informed about events and they receive written feedback outlining their child's day and care routines. Parents are regularly asked for their views through the use of a questionnaire and these are used to inform future decisions about the provision. The owner, manager and staff team are reflective and proactive about making any necessary improvements to benefit the children they care for. The setting have successfully made improvements since the last inspection, taking into consideration the recommendations made. This

demonstrates their capacity to make ongoing continuous improvement for the benefit of children.

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

Children achieve well and make good progress within the Early Years Foundation Stage. Staff interact positively with children, they listen carefully to what they say and genuinely enjoy their company. Children develop good skills to support their future learning because staff have a good understanding of how young children learn. Planning and assessment systems are in place, children's starting points are recorded and their progress is recorded in individual learning journey portfolios. The information gained from observations is used to guide planning, and meet the needs, interests and abilities of individual children. Parents are encouraged to be involved in their child's learning and the nursery provides toy and musical activity boxes for them to take home at the weekend.

Children make good progress in their personal, social and emotional development and this is a strength of the nursery. Staff focus on developing children's confidence, self-esteem and sense of belonging. As a result, children quickly develop good social skills and a good disposition to learn. Children's independence is fostered well; they are encouraged by staff in areas such as eating, dressing and toileting. They develop good social skills and like to help with everyday activities, such as tidying away toys. Children confidently explore their surroundings because they feel happy, safe and secure. Younger children are content and cared for in a calm welcoming space where they actively explore a wide range of resources with curiosity and interest. They enjoy sand and water play, painting and sticking activities. Children's language and communication skills are promoted well. Staff encourage younger children to express their needs through gestures; they look at picture books and enjoying singing rhymes. Older children join in confidently with conversations and express their thoughts and ideas well. All children enjoy listening to stories and like to use musical instruments at singing time. Children have good access to a variety of resources to enhance their mark making skills, such as crayons, chalk boards and paint. They have good opportunities to play imaginatively. This is very evident when children play in the garden, they enjoy making up their own games and take on different roles and characters, such as teachers.

Children love the outdoor area, where they have room to run around, ride their bikes, climb on equipment, or sit and read a book. Children's understanding of numbers, shapes, size and colour is encouraged through discussion during play. Problem solving skills are encouraged, all children access sand and water, puzzles, shape sorters and a range of construction. Older children enjoy developing their information, communication and technology skills and use the computer with confidence. Younger children are encouraged to explore and investigate sensory resources, natural materials, pop-up toys and activity centres. Children's knowledge and understanding of the world is developing well. They are provided with experiences which help them to understand about living and growing things, for example, they hunt for bugs in the garden, and know how to plant seeds and

tend to plants. Overall, children have good opportunities to develop skills to support their future learning.

Children are supported in making healthy food choices and enjoy good opportunities for fresh air and exercise as they explore the local environment. Healthy snacks, including fruit and raisins are provided and children can access drinks wherever they require. Children enjoy good quality, well-balanced and nutritious meals that are prepared freshly each day on the premises. Effective systems are in place to support children's welfare needs, including information about individual dietary needs and parents' preferences. Children adopt good hygiene routines and positive steps are taken by staff to minimise the risk of cross infection. Children receive comfort, praise and reassurance in an environment which helps them feel secure to play and learn at their own pace. They develop a strong sense of belonging; well-organised routines, and caring and nurturing relationships with staff enables them to form close attachments and feel safe. Children understand about keeping themselves safe and this is demonstrated through their play. They move around the premises safely and staff are on hand with gentle reminders about how to use equipment in a safe way. Emergency evacuation procedures are practised regularly with the children so they understand how to stay safe in an emergency. Children's behaviour is good and sensitively managed, consequently children behave well and learn to share, take turns and are respectful to each other.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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