

# Margery's Private Day Care Nursery

Inspection report for early years provision

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**Unique reference number** 650099  
**Inspection date** 02/06/2010  
**Inspector** Sarah Williams

**Setting address** High Street, Thorpe le Soken, Frinton on Sea, Essex, CO16  
0EF

**Telephone number** 01255 862558

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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.

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**

Margery's Private Day Care Nursery opened in 1997. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Child Care Register. It operates from a two storey building located in Thorpe le Soken, Essex. The nursery opens five days a week all year round. Opening hours are from 8.00am until 6.00pm.

There are currently 61 children from birth to under five years on roll. Children attend for a variety of sessions. Care is also offered to children aged up to eight years.

The nursery employs 12 members of staff. 10 staff have appropriate Early Years qualifications. Two staff are working towards a further qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children benefit from high quality opportunities to make good progress in both their learning and development as they are cared for in this well established happy, welcoming and child-centred environment. Each child's uniqueness is recognised, and the strong leadership and management ensures that every child is fully included and receives a high degree of support for their individual welfare and learning needs, including additional needs which are exceptionally well-met. The nursery demonstrates its capacity to improve due to a strong emphasis on team work, reflective practice and the ability to take action where areas for development or improvement are identified.

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

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

- develop links for children who attend other Early Years settings to ensure continuity
- refine the assessment process so that links between achievements and next steps are clear, making use of direct observations to plan for individual children.

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

Leadership and management is very well developed at the setting. The owner and manager have broad experience and demonstrate their high aspirations for quality through continuous improvement and a strong commitment to equality and diversity. Children's individual needs are met well, particularly those with additional needs who require specialist help to enable them to integrate and gain from their

attendance. This is achieved through diligent attention to detail and through strong and effective working partnerships with parents and other agencies involved in the children's care. All resources, including the dedicated staff team, are very well utilised to ensure seamless, well paced sessions for the children. Staff development is positively encouraged and well supported, two staff are currently upgrading their qualifications to degree level. Staff make good use of training opportunities such as the Inclusion Development Programme and disseminate information to the whole staff group, enabling all the children to benefit from new ideas and thinking. The appraisal system is effective in addressing the individual's professional development needs and assessing ongoing suitability of staff.

Well thought out and robust systems are in place with regard to partnership working, although, in some cases these could be improved where children attend other Early Years settings on different days. Children receive a high level of individual support throughout their attendance, for example, from outside professionals such as a health visitor or speech therapist. Clear policies and procedures are in place to underpin the setting's practices with regard to safeguarding. Training is maintained, and a clear induction programme is in place for new staff. No member of staff or volunteer helper is left unsupervised with children until all checks have been completed. The strong emphasis on keeping children safe and secure is also evidenced through the thorough risk assessments in place which ensure that the building and resources are maintained to a high standard, keeping children safe and secure. Children are never released to the care of an unknown individual.

All staff demonstrate enthusiasm and commitment, with strong teamwork underpinning their approach. With high expectations for the setting's success, motivated by the manager, the result is that outcomes for the children are positive, ensuring they are supported throughout their attendance to reach their potential. The setting is stimulating, child-friendly and inviting. The ambience is enhanced by many child-generated displays, some depicting favourite stories, which motivate the children and prompt language development. The well chosen furniture, resources and equipment are of good quality, safe and appropriate for the children's use. Children have use of a safe and secure outdoor learning area that they are able to access at least twice every day. Children respond well to this well resourced additional space and run and move freely. They can tend plants and watch the fruit and vegetables grow, gaining an understanding of life cycles.

The setting promotes equality and diversity, and effectively ensures all children integrate well. Excellent, well developed systems are in place to support children with additional needs, who have individual plans to help them make good progress through well-targeted goals. This ensures their inclusion and full participation and staff are able to seek outside help from a range of professional services where appropriate. The staff are able to successfully identify and close gaps in learning by focusing the planning to meet specific needs. Planning is shared by the whole staff team and activities can be initiated by the key persons following children's interests and ideas. Weekly staff meetings are held to evaluate the activities and how children take part in them. The staff value the children's participation and respect their contributions. The topic-based activities are designed to be fun and stimulating, adding to the core curriculum which offers continuous provision, and is

balanced to encompass all areas of learning. Consequently, the outcomes for children are positive.

The staff are sensitive to the needs of the families and local community. The setting is fully committed to working in partnership with others, and parents, carers and children are involved in decision-making processes. A questionnaire is to be introduced which will allow parents to express their opinions and make suggestions for improvements to the day to day practice.

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

Children very much enjoy their time at the setting, and respond enthusiastically to the learning opportunities, activities and resources available to them. The activities provided are based on the requirements of the Early Years Foundation Stage and deliver high quality results for the children, helping them to achieve the early learning goals and ensuring all areas are covered. Babies have dedicated staff who they become familiar with, ensuring they feel safe and secure. The baby area is separated by low-level partitions enabling them to be part of the main setting and able to interact with the other children and staff. They have stimulating toys and treasure baskets containing household items and props such as hats to offer variety in their play and exploration. The babies enjoy a full range of messy play and learn to distinguish textures, shapes and colours through sensory activities. They are able to sleep or rest as needed in a separate quiet sleep area, with soothing music and low lighting. Outings include walks to the school to collect children attending the after school club, as well as to nearby shops to get everyday supplies.

The toddlers have plenty of free play time and engage enthusiastically with the resources showing good concentration and perseverance, for example, using crushed 'weetabix' to explore the properties of volume, weight and movement through free play. They mix their own colours and paint at the low-level painting easels, or use found materials during popular junk modelling sessions to make models of their own design. Children show pride and ownership of their work, paintings and artwork are taken home to share with the family. Children are curious and spend time experimenting with melting coloured ice, watching what happens as it changes shape and consistency. Communal, larger scale art projects are tackled and children share pleasure at the results.

Children develop habits which promote a healthy life style. They have physical play opportunities in the very well equipped garden, by way of various climbing frames and slides, and use of wheeled toys in a separate safe area. They use real, scaled-down gardening tools to plant and grow their vegetables and flowers, and learn how compost can be made from food waste, raising their awareness of environmental and conservation issues. Children enjoy nutritious snacks in a relaxed atmosphere, sitting in small groups and discussing what they are eating. Children pour their own drinks and set and clear the table, showing a good understanding of routine. Lunch time is a favourite time for the children as they positively relish the wholesome, home cooked meals. Fresh, local produce is used

whenever possible. Quantities are generous and satisfy the heartiest of appetites. Simple pictorial cues in the bathroom area remind children of hand washing routines and help them develop good hygiene habits. Children show that they can independently take care of their personal needs, taking a tissue or wipe and disposing of it as they need to. Nappy changing routines are carefully organised and good hygiene observed, for example, staff use disposable gloves and anti-bacterial spray to keep the changing area clean and fresh.

Children dress appropriately for outside play, umbrellas are available so that they can enjoy being outside in all weathers. Parents are asked to provide boots and coats so that no child is excluded from outdoor learning opportunities. Sun cream is used to protect children in warm weather and the covered area and gazebos ensure that shady space is always available. An inviting book area is available for children who wish to relax on the comfortable seating. Children are encouraged to choose a book for staff to read to the group. Circle time rounds off the sessions and is a valuable time for developing the skills of both speaking and listening. Children participate actively by responding to questions and pictures related to the story, naming characters and predicting events.

The system for recording observations in order to compile a comprehensive overview of every child's progress, achievements and identify the next steps in learning is currently under review and needs to be simplified in order to clearly track each child's progress. Parents have good, regular opportunities to discuss and contribute to their child's record at open sessions and meetings with key persons. Children are seen to be consistently busy and engaged in their work and play, having largely free choice and time to complete activities and investigations that interest them. This is especially seen in the outside area which offers a full range of learning opportunities and play scenarios, as well as care for the nursery's pet rabbit, and chicks which are hatched and reared by the children. Diligent staff attention and respect for each child's uniqueness ensures all children have a strong sense of belonging and feel safe within the setting. Babies' individual personalities are recognised and staff ensure they are given plenty of one-to-one attention aiding their feelings of security and giving them the confidence to explore and develop.

Children benefit from attending this stimulating and child-focused environment, They develop well in all the six areas of learning, supporting their skills for the future. Staff have good knowledge of the Early Years Foundation Stage and this, combined with their enthusiasm and dedication motivates children to learn effectively and supports their all round development in a warm and caring environment.

## 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	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