



Marylands Private Nursery School

Inspection report for early years provision

Unique Reference Number EY309455
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Inspector Deborah Unsworth

Setting Address Bloomfield House, 86 Pope Lane, Penwortham, Preston,
Lancashire, PR1 9DE
Telephone number 01772 748157
E-mail
Registered person Joelily LLP
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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 domestic dwelling situated on a main road in Penwortham, Preston. There is an enclosed outdoor play area.

The nursery school is open from 08.00 until 17.50, Monday to Friday all year round, except for public holidays and one week at Christmas. It is registered to provide full

day care for a maximum of 75 children and serves the local community. There are currently 98 children on the register. Of these, 62 receive funding for nursery education. Children attend for a variety of sessions. The setting currently supports three children with special educational needs. It welcomes and supports children who have English as an additional language.

There are 13 members of staff employed to work with the children. Of these, 12 hold relevant early years qualifications and 1 is working towards a qualification. The setting receives advice and support from the development workers at the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection and cross-contamination through good hygiene routines. Staff have clearly established routines for cleaning surfaces, toys, equipment, changing children's nappies and when handling food. Children understand the importance of personal hygiene and staying healthy through daily routines and activities. For example, they independently wash their hands after using the toilet and wipe their own noses without being reminded. Children are developing a good awareness of how to care for their health needs as they know to wrap up warm when playing outside in the cold weather and use their umbrella's when it is raining. Their good health and hygiene is further promoted when the local dentist visits to talk to them about the importance of cleaning their teeth and healthy eating. Clear procedures for recording accidents, administering medication and sick children are understood by all staff, shared with parents and are effective. Consequently, children are well protected.

Children's health is fostered through the provision of a good choice of healthy snacks and meals. They are learning the importance of a healthy diet through adopting healthy choices with food. For example, they eat plenty of fresh fruit, such as chopped pineapple, grapes and apples and talk about fruit 'being good for you.' Children are offered a choice of drinks at snack-time and have access to drinking water throughout the session. Mealtimes are unhurried, social occasions where children and staff sit comfortably together at the table. Children help to set the tables, pour their own drinks and clear away. They chat enthusiastically to staff and each other at mealtimes and the younger children are encouraged to feed themselves using spoons and forks. Consequently, children learn to enjoy nutritious food and be independent as part of a healthy lifestyle. All children's dietary needs are well catered for.

All children access outdoor activities daily which contributes to their good health. They clearly enjoy playing outside and benefit from regular fresh air and exercise. Children have generally good opportunities to develop and practice their physical skills whilst outside as they for example, manoeuvre the bikes skilfully, climb on the apparatus, move imaginatively like animals and play ring games with their peers. However, the lack of planning for outdoor play means that children are not

consistently set challenges to develop their physical skills. Children participate in movement to music and exercise sessions, they are learning to coordinate their bodies and move safely.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in safe, clean and well maintained premises. Parent notice-boards, Staff photographs with their names and job titles, colourful posters with positive imagery, photographs of the children playing and children's work attractively displayed creates a welcoming atmosphere. Children and parents are warmly greeted as they arrive. Children benefit from enough space and suitable facilities indoors and outdoors. The playrooms are generally well organised to provide different areas for play, rest and meals. Babies and toddlers have good opportunities to play and relax on soft cushions and colourful mats in the comfortable baby room. Consequently, all children have a very good sense of belonging. They move around the environment confidently and safely. Children benefit from a good range of quality resources which are suitable for all ages and abilities, clean and safe. Resources are generally well organised so that children can select them independently.

There are very good, effective systems for keeping children safe and secure. Regular risk assessments are conducted, safety equipment is in place, such as fire fighting equipment and children are well supervised by staff who are alert to their needs and any potential safety hazards. Staff regularly undertake fire drills so children understand what is expected of them in the event of an emergency. Children learn the importance of keeping themselves safe through planned topics and every day routines. For instance, local police officers and the 'lollipop person' visit the nursery to talk to children about keeping safe and road safety. Simple rules, which are consistently applied by staff, such as no running inside and tidying-up, helps children to take responsibility for their own safety.

Children are well protected because the staff have a good knowledge and understanding of child protection issues. A clear written statement for child protection is in place and understood by staff who are aware of their roles and understand the procedures that they must follow if they suspect abuse or neglect. Some staff members have attended child protection training and a nominated member of staff takes responsibility for liaison with child protection agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children clearly enjoy their time in the nursery and make good progress because staff are skilled and have a good understanding of how children learn and the curriculum guidance for the foundation stage. They are beginning to make use of the Birth to three matters framework to inform their planning and practice, which has a positive impact on the quality of the young children's learning. However, planning and assessments for children under three years of age are not yet clearly linked to the

Birth to three matters framework. One member of staff has attended training on the Birth to three matters framework and other staff are attending training to enhance their current good practice.

Children are extremely happy and settled in the environment, they are confident and keen to participate in activities. Those with additional needs are offered one-to-one support so that they feel happy and secure within the group. Close and caring relationships increase children's sense of trust and helps them to develop a sense of self. All children profit from the effective adult support which successfully enhances their confidence and learning. Staff use positive body language with the children, such as good questioning facial expressions, they listen carefully to them and get down onto their level. For example, they sit on the carpet with them building bricks and join in with action rhymes.

Babies and infants have good opportunities to delight in sensory exploration using all their senses. They become aware of different textures and colours as they access 'treasure baskets,' water, sand, jelly, gloop, foam, mushy-peas and leaves. With good support from staff, the toddlers relish the feel of the mushy peas on their hands and between their fingers. They develop communication skills as staff respond positively to their gestures, babbling and new words and talk to them about what they are doing throughout the day.

Nursery Education.

The quality of teaching and learning is good. Staff use their good knowledge and understanding of the early learning goals and stepping stones to plan a good range of stimulating activities in all six areas of learning. They provide children with a broad and balanced curriculum indoors. Staff are very good role models for children. They are enthusiastic in their teaching methods, conscientious and form very good relationships with the children. As a result, children have a positive attitude to learning, they are highly motivated and show great interest in activities, concentrating for long periods of time. Staff observe and assess aspects of children's development and learning regularly and evaluate planned activities. They draw on these assessments to plan what children need to learn next. Staff are skilled at adapting activities to cater for children's different abilities and ages. Consequently, children make good progress in relation to the stepping stones. Every child is involved in the inclusive setting.

Children are self-assured in their play. They make confident decisions about what they want to do and are enthusiastic to try new experiences. For example, the children decide they want to paint, they ask the member of staff who supports their decision, helping them to get out the materials that they need. Children are confident speakers who eagerly engage in conversation as staff promote lively discussions and use very good questioning techniques to extend their learning. They enjoy books as they handle them independently, share them with friends and listen extremely well at story time. Children have good opportunities to mark-make and practice their writing skills in adult-led and planned activities. However, less opportunities exist to mark-make and write spontaneously and independently. Children have terrific opportunities to count and learn simple calculations and number concepts in everyday situations and planned activities. For example, they count how many

children are present at registration and predict how many plates and cups will be needed at mealtimes. They learn new concepts, such as pairing up socks and hanging them on the washing line, then calculate how many will be left when one is taken away. Children have good opportunities to examine objects and living things to find out more. For example, they plant sunflowers, handle small animals carefully and identify change as they bake biscuits. Children show an awareness of technology around them as they use the telephones, cassette recorders, a camera and have access to computers in the 'space-room.'

Children's fine motor skills are developing well as they use pencils, paintbrushes, scissors, construction and malleable materials safely and with good control. They sing rhymes and simple songs with enthusiasm and enjoyment. They use their imaginations very well as they put on the flippers and masks and pretend to swim under the sea. Children learn about colour, texture and shape in two and three dimensions as they use junk boxes, glue and collage materials to make their models. They paint, draw and make constructions to reflect their own ideas and feelings.

Helping children make a positive contribution

The provision is good.

Children are individually welcomed into the setting. They are all included in the activities provided and their individual needs are successfully met. Children value their own customs and beliefs and learn those of others as they are encouraged to bring in books from home about their own religion and culture. They celebrate different festivals, such as Divali, Christmas and Chinese New Year and dance to different types of music from around the world. Children gain awareness of their local environment and the wider world through access to good resources that promote positive images. They go on nature walks in the local park where they take a camera, paper and pens to record their findings and visit local amenities, such as the library. This positive approach fosters children's spiritual, moral, social and cultural development well.

Children with special educational needs integrate very well into the group. Activities and equipment are adapted with ease to ensure that all children are able to participate fully. They are very well supported and therefore gain the best from their time within the group. Regular meetings with parents and other professionals and good recording systems ensure that the care of each child is appropriate.

Children are extremely well behaved. Staff give them plenty of praise and support for their efforts and achievements. They act as good role models, showing respect and consideration for children and each other. Clear boundaries and simple rules are consistently applied. As a consequence, children are well mannered, kind, enjoy each others company and play happily together. They understand responsible behaviour, such as tidying-up, sharing and helping each other. Older children begin to understand what friendship means and how they can support each other. For instance, the children help each other with the 'linking sounds to letters' game and they put their arms around their friends gently to show affection. Children are aware of the children who have special needs, they show empathy and sensitivity towards

these children.

Partnership with parents is good. They receive good written information about the setting and have access to all policies and procedures. Consequently, they are well informed about how the setting operates, so that they can work together for the children's safety, welfare and learning. Children benefit from the involvement of their parents in their learning as information about current themes is displayed on notice-boards in each room and the older children receive a newsletter each term. Children eagerly bring things from home linked to topics. For example, they bring their pets to nursery when the theme is all about animals. Children take it in turns to take 'Bungle Bear' home and then report back on his activities. Staff ensure that all parents know how their children are progressing through daily discussion, photographs, the sharing of children's work and their assessment profiles. Parents attend parents evenings and open evenings, where information about the setting is disseminated and children's progress discussed. Parents speak highly of the provision.

Organisation

The organisation is good.

Leadership and management is good. Effective recruitment and vetting procedures and a good induction for new staff help to ensure that children are safe and well cared for. Management and staff work well together to ensure that children are provided with good quality care and education. They are aware of their roles and responsibilities and are deployed effectively to ensure that children have a good level of attention and support. The children benefit from the smooth running of the group and clear routines which make them feel secure.

Staff show a strong commitment to developing their knowledge and improving their practice through accessing regular training. They understand their responsibilities in developing children's learning. This maintains and improves the quality of care and learning for all children. Management review the quality of their provision, practice and children's progress. They are mostly aware of their strengths and weaknesses and act on their own and others evaluations to make improvements. Staff demonstrate a very good attitude to continual improvement, to further raise the quality of care and education. The management team act as good role models for staff. They take an active role in the nursery and lead by example, influencing and inspiring staff. Staff have much relevant experience and most are suitably qualified or working towards a qualification. This has a positive effect on children's learning and welfare.

Very good policies and procedures are in place, updated regularly, understood by staff and shared with parents. These work well in practice and are consistently applied to ensure that the service operates smoothly and effectively. All legally required documentation, which contributes to children's health, safety and wellbeing, is in place and stored securely to maintain confidentiality.

The provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- plan for outdoor play to ensure consistent and sufficient challenges are set for children in their physical development (also applies to nursery education)
- further develop planning and assessments for children under three years to link to the Birth to three matters framework

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- further increase the availability and variety of drawing and writing materials to allow children to mark make spontaneously and independently.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk