



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 205442

**DfES Number:** 524453

### **INSPECTION DETAILS**

Inspection Date	14/09/2004
Inspector Name	Donna Stevens

### **SETTING DETAILS**

Day Care Type	Full Day Care
Setting Name	The Nursery at Marlpool
Setting Address	Marlpool Lane Kidderminster Worcestershire DY11 5HP

### **REGISTERED PROVIDER DETAILS**

Name	Mrs K Baylie
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## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Nursery at Marlpool opened in September 2000. It operates from one room in Marlpool First School in the Marlpool area of Kidderminster.

The setting generally serves the local area, but children from all over the Wyre Forest can attend.

There are currently 25 children aged 3 years on roll. This includes 23 funded 3-year-olds. Children attend for a variety of sessions. There are currently no children with special needs or with English as an additional language.

The group opens five days a week during school term. Sessions are from 09:15 until 11:45 and from 12:45 until 15:15. Children can also attend for full days.

There are two full time and two part time staff who work with the children all of whom have an early years qualification. The setting receives support from a mentor teacher from the Early Years Development and Childcare Partnership (EYDCP).

### How good is the Day Care?

The Nursery at Marlpool provides good care for children. The provider is a qualified Early Years teacher and the other staff are qualified to level 2 or 3. The nursery is warm and welcoming for children and well laid out allowing them easy access to all areas. There is a high ratio of adults to children and the day is well organised. The large range of equipment allows the children to have free choice of a wide range of activities. The group keep up to date, accurate records, which are stored appropriately.

Attention to safety is good and the children are encouraged to learn about hazards. The high staff ratio means that children are well supervised at all times. The group carry out regular risk assessments. Good daily routines encourage the children to learn about hygiene practises and understand the importance of hand washing after toileting, before eating and after being outside. Children bring packed lunches and

healthy snacks are provided mid-session. The staff sit and eat with the children making mealtimes a relaxed and social occasion. All the staff have a good understanding of their child protection responsibilities and know who to contact if they are concerned about a child in their care.

The range of activities organised for the children are excellent. They address the children's developmental needs and support all areas of play and learning. Children are very well behaved; understand right from wrong and the boundaries within the nursery. Staff manage children's behaviour calmly and positively. Resources available reflect positive images of culture, ethnicity and gender. There are limited resources to reflect special needs. The group supports children with special needs, working closely with parents to ensure their individual needs are met.

The group have good relationships with parents. Written information on the group is well presented and there are regular opportunities for parents to share information with staff.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. The staff have introduced a key worker system which encourages and promotes individual attention for the children through small group work. Regular risk assessments are carried out and the complaints procedure has been updated to reflect the group's practice and to include details of the regulator.

#### **What is being done well?**

- The high staff ratio and level of staff involvement with the children allows children to receive lots of individual support in their learning and play.
- Children have access to an extensive range of activities at all sessions.
- The wide range of toys and equipment available to the children further supports their play and learning.
- Children's behaviour is very good and staff have clear strategies for behaviour management.

#### **An aspect of outstanding practice:**

The staff work together to produce excellent daily activity and learning plans. These clearly show the intended learning objectives and experiences that the staff wish the children to gain from the activities. Activities are effectively evaluated to assess whether the objectives have been met and are then used to plan future activities. This ensures that the individual learning needs of each child are met.

#### **What needs to be improved?**

- The children's access to a range of equipment reflecting positive images of special needs and disability.

<b>Outcome of the inspection</b>
Good

<b>CONDITIONS OF REGISTRATION</b>
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

## **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
<b>Std</b>	<b>Recommendation</b>
5	Improve children's access to resources that reflect positive images of special needs and disability.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The Nursery at Marpool provides very good quality nursery education, which enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff manage the children very well and have good relationships with them. The groups' planning is excellent and offers the children a wide range of activities, which have clear learning objectives. The indoor space and resources and the outdoor area are very well arranged to create an interesting learning environment in which children increase their independence and enjoy their play. Staff give children a very good level of support and encouragement. They skilfully develop children's language by talking to them, asking questions and encouraging them to share their ideas. Group activities for the funded children are presented in a lively and enthusiastic manner and are adapted to suit children's individual learning. The setting is very well resourced. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan future activities and identify individual learning needs. They keep careful records of children's progress to share with parents.

The leadership and management of the nursery are very good. The owner/supervisor has developed a committed staff team who work well together. Staff are encouraged to attend regular training and to share ideas. There is a staff appraisal system in place, which includes self-assessment. The management have agreed to develop the role of the Special Educational Needs Coordinator (SENCO).

The partnership with parents and carers is very good. Staff spend time talking informally to parents about their children and parents are welcomed into the setting. Posters and newsletters also keep parents aware of daily activities. In addition, formal parents evenings are arranged termly.

### What is being done well?

- Staff have an excellent understanding of the early learning goals and use this knowledge to plan a wide range of stimulating and enjoyable activities for the children.
- Staff use excellent strategies to promote good behaviour and consideration for others. They give the children clear and consistent boundaries and encourage them to share and take turns. Staff are positive and calm when managing behaviour.
- Children have the opportunity to extend their imagination and creativity through well planned and resourced role-play areas.
- The extensive use of labelling in the nursery allows children to become familiar with written letters, numbers and words.

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| <ul style="list-style-type: none"><li>● The high level of staffing and time spent with the children helps to develop their language. The staff value what children say, introduce them to new vocabulary and encourage them to listen to others.</li><li>● Parents are kept well informed of their child's progress, through discussion, meetings and written information.</li></ul> |
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<b>What needs to be improved?</b>
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| <ul style="list-style-type: none"><li>● The role of the SENCO could be further developed.</li></ul> |
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<b>What has improved since the last inspection?</b>
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Not applicable.
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## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff who are sensitive to the needs of children and know them well build up the children's confidence and independence. Children choose between activities and select toys for themselves. They are encouraged to take care of their personal needs such as washing their hands. Children are very well behaved. They share, take turns and are polite and caring towards others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen to communicate with staff and each other. They listen to stories and enjoy looking at books on their own and in groups. They join in enthusiastically with songs, expressing themselves with actions. They are encouraged to become familiar with print through signs, posters and labelling. Children recognise their names from cards used for registration and at mealtimes. The imaginative play and free writing areas allow children to experiment with mark making.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count to 10 and to recognise shapes, colours and sizes through a very good range of games activities and projects. Their understanding of numbers is reinforced as they take part in routine tasks such as counting cups for drinks time. They learn about coins and numbers in every day use, such as phone numbers through role-play. Children solve problems of shape and size through games and construction. They are introduced to weight and capacity using water and sand.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities help children notice changes that occur, such as ice in the water tray and planting seeds. They have the opportunity to investigate a variety of materials such as play dough, pasta and shaving foam. They design and make things using construction toys and creative materials. They are introduced to time and place through daily routines and projects. Children see positive images and are developing an understanding of diversity through books puzzles and role-play.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Outside children take part in a variety of activities including climbing, riding tricycles, throwing and catching. Children are taught to handle and control small objects, scissors, chopsticks and fishing nets in the water play. The free writing area allows them to use a range of pens, pencils and different types of scissors. They are skilful in manipulating construction toys and puzzle pieces. They learn about health and body awareness through projects and every day routines.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy the role play areas both indoors and outside. They are varied; interesting and well resourced allowing children to draw on their experiences and imagination as they play in the builders yard or Chinese restaurant. Free painting, play dough and the drawing and writing area are available at each session as well as other creative activities. Children join in enthusiastically with singing and music activities.	

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

### **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to the following:
- Develop the role of the Special Educational Needs Coordinator (SENCO).

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*