



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 227217

DfES Number: 524063

INSPECTION DETAILS

Inspection Date	08/07/2004
Inspector Name	Bernadina Lavery

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Marigold Nursery
Setting Address	27 Rotton Park Road Edgbaston Birmingham West Midlands B16 9JH

REGISTERED PROVIDER DETAILS

Name	Mrs Margaret Higgs
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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

Marigold Day Nursery opened in 1990. It operates from five rooms of the ground floor of a private house with garden in Edgbaston, Birmingham. The nursery serves the local area.

There are currently 28 children from 0 to 8 years on roll. This includes funded three and four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The nursery is open Monday to Friday 08.00-18.00 five days a week, except for bank holidays. There are fifteen staff who work with the children. Over half the staff have early years and childcare qualifications to NVQ 2 or 3. The nursery is in receipt of nursery education funding. The nursery receives support from a teacher/ mentor for curriculum advice.

How good is the Day Care?

Marigold Day Nursery provides satisfactory care for children.

The nursery is welcoming to children and their parents, staff are friendly and approachable. Space and resources are organised to meet children's needs effectively. Staff plan and provide a variety of play opportunities and children enjoy a broad range of activities which support their play and learning in all areas of their development. Staff treat children as individuals and ensure they all have equal opportunities to play and learn. Toys and equipment are stimulating, provide sufficient challenge and meet the needs of all children.

Children's behaviour is managed well and staff have a good awareness of their level of understanding. Children's individual needs and dietary information are recorded effectively, a varied menu of home cooked food is provided and children have constant access to drinking water.

Safety standards are generally satisfactory, however the risk assessment lacks detail and the premises lack appropriate maintenance to the roof. The setting promotes the good health of children and takes positive steps to prevent the spread of infection, however details are not kept of when children over 2 years sleep and medication records do not include parental signatures once medication has been administered. Comprehensive policies and procedures ensure the smooth running of the nursery and policy information is shared with parents.

Child protection procedures reflect the local Area Child Protection Committee Procedures. Staff recognise their responsibility to protect children and know whom to contact if they have any concerns.

Partnership with parents is good, staff take time to talk to parents daily and parents receive helpful information about the setting, the routines and care practices.

What has improved since the last inspection?

Not applicable as no actions set at previous inspection.

What is being done well?

- Space and resources are well organised to support children's needs.
- Children are well behaved and respond well to staff's realistic expectations, and calm manner.
- Children enjoy the wide range of activities provided for them. The activities and play opportunities help children make progress in all areas of their play and learning.
- Staff work in partnership with parents. Staff make time to talk to parents, daily feedback sheets are a positive aspect of the setting.

What needs to be improved?

- the repair of the roof in the pre-school room
- the risk assessment procedures
- the sleep check records
- the medication records.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
4	Ensure that the premises are safe and suitable for their purpose, paying particular attention to the pre-school room ceiling.	08/07/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Improve risk assessment of the premises identifying actions to be taken to minimize identified risks.
6	Ensure detailed records are kept of when children are monitored during sleep.
7	Ensure that parents sign medication records to acknowledge administration.

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

How effective is the nursery education?

Marigold Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

Children are making very good progress in their personal, social and emotional development, creative development and in physical development.

Teaching is generally good and some staff have a secure knowledge of the foundation stage. Staff do not always carry out clear planning which promotes the six areas of learning or support inexperienced staff in how to help children make progress. Staff provide an inviting environment and spend much of their time working with children in small groups. Staff work well to support younger children whilst allowing a level of independence for older children throughout the session. Staff use positive strategies and help children understand behaviour expectations.

Planning and assessments of the children's learning has recently been developed in order to link them to the stepping stones and early learning goals. At present staff do not use them to plan for the children's individual learning needs and therefore do not always provide sufficient challenge for the older children in some areas of learning. Staff support children well with identified special needs and help them make progress. Currently there are no children who speak English as an additional language attending the setting, although there are effective systems in place to provide support.

Leadership and management is generally good. The management team are committed to extending the quality of the provision through ongoing professional development. Evaluations of activities are not always carried out effectively. The setting is working towards a quality assurance scheme to build on good practice.

The partnership with parent's is very good. Parents are well informed about the nursery ethos, curriculum and their children's progress.

What is being done well?

- There are clear routines to support children, this helps them to feel secure and confident. Children are sociable and have caring relationships with each other and staff.
- Staff are positive and help children understand what is expected of them, staff are consistent in their approach and children respond well to behaviour boundaries.
- Staff ensure children have daily opportunities to extend their physical development. Children make good use of the outdoor area to extend their skills through the use of a variety of large and small apparatus. The

equipment is challenging and staff support the children well to help them increase their confidence.

- Staff provide a variety of opportunities for children to respond imaginatively to music through movement and rhythm.
- Staff provide many opportunities for children to explore the natural world and children learn about their senses through practical meaningful activities.
- The setting provides good quality information about the provision and parent's are well informed about their child's achievements and progress. Parents are encouraged to become involved in their child's learning through their support in contributing to the current theme.

What needs to be improved?

- the staff's knowledge of the foundation stage to ensure all staff are clear about the learning intention of all activities and how to help children make progress towards the early learning goals.
- the use of assessments to help staff plan effectively for the children's individual needs to ensure all children are sufficiently challenged.
- the resources in mathematics, communication language and literacy and knowledge and understanding of the world to effectively meet the needs of all children.

What has improved since the last inspection?

Since the previous inspection the setting has made generally good progress in improving the standard of education. Staff now prepare detailed plans covering all six areas of learning they also complete written evaluations on some activities. This enables staff to prepare and plan for activities with a learning intention in mind. However sometimes the learning intention of activities is not always met due to some of the staff's lack of knowledge of the stepping stones and how to progress the children further.

The setting now provides and uses an alphabet frieze to support letter recognition and the staff make good use of the frieze during daily activities.

The area of physical development has been made safer through discarding the outdoor climbing frame and purchasing additional equipment which offers a further challenge for the children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show a sense of belonging and adapt well to changes. Children show good levels of involvement in chosen activities and demonstrate an increased independence in selecting activities and their self help skills. They show concern for others and express their feelings appropriately with an awareness of set behaviour boundaries. Children take initiatives, learn to negotiate and some manage tasks independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Older children confidently interact and talk in groups. They are beginning to use more complex sentences and words to express their ideas. Children are not always able to develop an understanding of linking sounds and letters. Older children learn to write their names and enjoy using writing during everyday play, however access to resources and materials in the writing area are not always readily available.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show an interest in numbers and counting during activities and are able to correctly use number names spontaneously. Children are able to solve number problems during planned activities, but show little understanding of number comparison and calculation due to a lack of practical opportunities. Children are beginning to sequence and recreate simple patterns, but have limited opportunities to compare shape and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show an interest in their environment and are beginning to use their senses to explore living things and natural objects. Children do not always question why things happen and how things work, due to limited access to computers and other programmable equipment. Children independently build and construct with a range of materials to create their own models of things they observe in their environment. They recall past and present events and are aware of some other cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop spatial awareness, showing they understand how to move confidently and safely. They are able to use a range of large and small equipment with increased skill and confidence. They learn to co-ordinate their body to create intended shape through music and movement. Children have an understanding of personal hygiene and the importance of healthy eating. Children independently use tools and demonstrate an increasing skill to develop their fine motor skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Most children easily differentiate between colours and are beginning to explore texture and shape. Children have good opportunities to use paints and other mediums freely. Art activities provide opportunities to express their own ideas through a range of materials. Children use their imagination during role play and use expression through dance and movement. Children show an interest in music and enjoy using percussion instruments.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- increase the staff's knowledge of the foundation stage to ensure all staff are clear about the learning intention of all activities and how to help children make progress towards the early learning goals; particularly in the area of mathematical development
- further extend the use of assessments to help staff plan effectively for the children's individual needs to ensure children are sufficiently challenged
- increase the range of resources in mathematics, communication language and literacy and knowledge and understanding of the world to effectively meet the needs of all the children.

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.