



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 142873

DfES Number: 519406

### INSPECTION DETAILS

Inspection Date 14/09/2004  
Inspector Name Mary Daniel

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Marsh Lane Day Nursery  
Setting Address 64 Marsh Lane  
Yeovil  
Somerset  
BA21 3BX

### REGISTERED PROVIDER DETAILS

Name Marsh Lane Day Nursery Ltd 4605096

### ORGANISATION DETAILS

Name Marsh Lane Day Nursery Ltd  
Address 64 Marsh Lane  
Yeovil  
Somerset  
BA21 3BX

## 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

Marsh Lane Day Nursery is privately owned and operates from a converted house which is located on the outskirts of the main town of Yeovil. Children aged from two to five years are cared for in the ground floor accommodation, which consists of three play rooms, with a separate kitchen and toilet facilities. The first floor is dedicated as a baby/toddler unit for children aged from 3 to 18 months, and has a divided area for sleep purposes. There is an enclosed, grassed garden play area which is at the back of the owners living quarters, and which has a secured gate to the Mudford recreational ground to which children are taken for physical play. There is also a patio area at the side and a tarmac play area at the front of the nursery. Children attending come from Yeovil and surrounding areas within an approximate radius of 20 miles.

The nursery is registered to care for 34 children aged from 3 months to 5 years and there are currently 56 children on register. The nursery is open from Monday to Friday 08:00 - 18:00, all year round apart from public holidays. There are 13 staff members, with all senior staff qualified in child care, and most assistants are either qualified to level two in child care or are currently taking training. The nursery also employ a dedicated cook who provides a daily hot meal for children.

The nursery is in receipt of government funding for children and there are currently nine funded three-year-olds on roll. The nursery cater for children with special educational needs and those with English as an additional language. Liaison is maintained with the Early Years Advisory teachers and the Somerset Sure start Unit.

### How good is the Day Care?

Marsh Lane Day Nursery provides satisfactory care for children. The premises are bright and cheerful and there is a wide range of suitable toys available. Overall, space is used effectively, but use of resources in some areas, gives children a limited choice in play. Staff maintain consistent daily routines giving security for children, but there are short times when required staff ratios are not sufficiently met. Staff complete first aid courses, but do not become sufficiently involved in other

short training courses such as child protection.

Safety is given a high priority and good hand washing is promoted well with children. The nursery cook provides a well balanced menu of hot meals. Staff work closely with parents to support children with special needs. Children's awareness of other cultures is encouraged through the positive images shown in wall displays, but further aspects of diversity are not so well promoted in play.

Staff are caring and friendly and help children settle easily. Children under three years enjoy their messy play and construction games. Babies are cuddled and cared for according to their individual routines to give security and consistency. There are times, though, when staff are not providing an overall balanced variety of motivating and challenging activities for this age group. They have however, begun to work with the 'Birth to Three matters' framework, to support children's development and enable staff to give more focus to the activities offered to younger children.

Children in the senior pre-school room are offered a range of interesting activities and they bond well together as a group. Staff use praise regularly and children are learning to share and be kind.

Good relationships are formed with parents and daily written information is provided on their child's activities and well-being. Overall, documentation is well organised, but the system for recording children's daily attendance is not reliable.

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

At the last inspection the nursery were asked to address certain safety issues and to provide suitable sleeping facilities for young children.

These actions have been satisfactorily met through the removal of furniture near to windows, ensuring all loose wires out of reach and by creating the alternative sleep provision of travel cots in a divided section of the baby unit and in the adjoining the toddler room. Children in the junior room can also relax on large floor cushions.

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

- There is a warm and welcoming atmosphere for parents and children. The nursery is well maintained and attractively decorated with displays of children's artwork all around. Children are cared for in small groups providing a homely environment.
- There are clear hygiene procedures in place to help in preventing the spread of infection. Most staff have valid first aid certificates and some have completed a food hygiene course, helping them be aware of good practice to follow.
- There are clear safety procedures in place. The manager completes six monthly risk assessments and staff check premises on a daily basis. Relevant checks with other agencies, such as the Environmental Health Services, are completed as required and safety certificates displayed for

parents to see.

- Children are provided with healthy and nutritious meals and snacks. They have a hot meal at lunchtime, and the regular snacks and drinks offered during the day, are also of good quality, for example; cheese, fruit, toast and milkshakes.

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

- the system for recording children's attendance to ensure accurate daily details of arrival and departure times are maintained, and the staff deployment to ensure required ratios are met at all times
- the balance of play opportunities provided to allow children more regular freedom of choice within interesting and motivating play areas, and the staff interaction to help children, particularly those under three years, make progress in all areas of their development.
- staff training on child protection

#### **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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
13	ensure all staff have sufficient training on child protection.
2	Ensure required staff ratios are maintained at all times and implement effective procedures for recording accurate daily attendance details of children's arrival and departure times.
3	Provide a more balanced variety of stimulating play experiences which allow children more freedom of choice and develop staff interaction to help children, particularly those under three years, make progress in all

	areas of their development.
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Marsh Lane Day Nursery is of good quality and children are making generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects to support children's personal, emotional and social and physical development. Staff form good relationships with children, praising them often and helping them feel valued, for example; as they take turns in being 'helper of the day'. Staff use effective questioning to help children think but do not always maximise children's learning through routine situations, for example; getting children to solve practical problems at snack or circle time. Staff provide a variety of exciting activities which encourage children's interest, such as exploring the local park for conkers. Overall, staff are working well with the planning system, which relates specific activities to each area of learning. However, the assessment system of children's progress is not yet clearly linked to the stepping stones.

Leadership and management are generally good. There is a clear operational framework in place to support a secure daily routine. There is an ongoing staff appraisal system in place, although only a few staff attend regular training. Staff meetings are frequently planned, but there is no formal system in place to monitor any issues arising or to give overall clear direction for the nursery.

Partnership with parents is very good. Parents are welcomed to become involved with their child's learning and to share what they know about their child. Staff provide parents with an informative leaflet on the early learning goals to help parents find out about the nursery education provided for their child.

### What is being done well?

- Children are becoming confident and secure within their play and environment. They mix well with their peers and work happily together as a group. They learn to respect others and share their toys and are keen to try out new play experiences.
- Good relationships are formed with parents and they are provided with clear information on the provision relating to the foundation stage. Parents have opportunities to learn about the activities provided for their children and to share information with staff on their child's progress.
- Children are developing good gross motor skills through a variety of outdoor physical play opportunities, and they move confidently around the play areas. They are showing good hand-eye co-ordination skills in use of equipment, for example; as they use the mouse to move around the computer programme.

**What needs to be improved?**

- the assessment system to clearly link with each area of learning and record how children are achieving each stepping stone and to support future planning of activities and to share this information with parents
- the system for monitoring and evaluating the overall provision; to ensure clear direction, support, and structure is provided for all staff and to give added focus for the nursery's aims for continual improvement

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

The nursery have made generally good progress since the last inspection of nursery education when the group were asked to develop their existing planning system to include providing for the needs of children who learn more quickly or slowly. This has been satisfactorily met through a review of the planning procedures and introduction of a new system which includes planned extension activities to provide for children's differing stages of learning.

The nursery were also asked to make effective use of children's assessment records to identify children's individual needs, and show how these needs will be addressed. Staff are now working with a revised assessment system which includes a target and progression chart to give focus on particular areas of each child's individual learning needs. Staff review these charts on a monthly basis. Overall, this system gives staff a focus for planning activities for each child's needs, but the targets set are not clearly related to specific stepping stones.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing good independence skills as they attempt to put their own coats on and wash their hands. Children are confident in their play and are willing to join in with new activities. They take part in fund raising events and learn about those less fortunate than themselves. Children settle easily into the group and enjoy sharing experiences, such as when they join hands to play 'Ring-a-ring-a-roses'. They take turns in blowing bubbles and learn to be kind and helpful.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are using language well to express their thoughts and ideas, as they describe their homes. They begin to give meaning to marks as they hold writing tools well and start forming circles and shapes to represent their houses. Most children listen to stories well, although do not often access books independently. They begin to find their own name card, but their recognition of written words and rhyming sounds is not extended as well within the general play routines or use of resources.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are becoming familiar with numbers as they play 'What's the time Mr Wolf?' and count their steps together. Children start to use number language appropriately in play, for example; as one child tells her friend 'I've got two bricks here. Children learn about simple number problems as they sing ' Five green and speckled frogs', but are not encouraged as well in solving practical problems in play independently or through spontaneous chances.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn to use simple equipment well as they stop and start the tape recorder in a game of musical bumps, and they control the mouse well as they use the computer. Children are not as well encouraged in developing their sense of time or awareness of the wider aspects of diversity through play. Children skilfully join different construction pieces together to make their models and show interest in their environment as they go for a walk in the nearby park and collect conkers.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely and with pleasure around the play ground as they chase the hoops with excitement. They develop good hand-eye co-ordination as they start to cut up their own dinner and begin to use scissors skilfully in craft activities. Children learn about healthy practices as they make pictures of their favourite foods, and notice changes in their bodies as they talk about feeling hungry and full. They have good control in use of small toys and equipment such as a bubble blower.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children enjoy exploring colour and texture as they mix paints for finger painting and brush with glitter paints. They start to show interest in musical sounds as they use wooden spoons to bang on their tin drums and they sing nursery rhymes together. They use their imagination as they draw pictures of themselves and their friends, but do not always have access to a wider range of imaginative or role play opportunities on a regular basis.

**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**

- Extend the assessment system to clearly link with each area of learning and to show evidence of how children are achieving each stepping stone. Use assessments to support future planning of activities.
- Develop a system for monitoring and evaluating the overall provision to ensure clear direction, support and structure is provided for all staff, and to give focus for the nursery's aims for continual improvement

*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.*