

# Marsh Lane Day Nursery

Inspection report for early years provision

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**Unique reference number** 142873  
**Inspection date** 28/02/2011  
**Inspector** Samantha Powis

**Setting address** 64 Marsh Lane, Yeovil, Somerset, BA21 3BX

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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).

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## Description of the setting

Marsh Lane Day Nursery opened in 1995. It is privately owned and operates from a converted house which is located on the outskirts of Yeovil, Somerset. Children are accommodated on the ground and first floors of the building. Stairs are used to access the first floor. There are toilet facilities on both levels and a kitchen on the ground floor. There are several enclosed outside play areas.

The nursery is registered on the Early Years Register. They may care for up to 34 children in the early years age range. There are currently 75 children on roll. The setting receives government funding for free nursery education for two, three and four year olds. The nursery supports children who learn English as an additional language and children with learning difficulties/disabilities. Children attending come from Yeovil and the surrounding areas.

The nursery is open from Monday to Friday from 8.00am to 6.00pm throughout the year except public holidays. There are 16 members of staff who work with the children. The manager holds a Level 6 qualification in childcare and is working towards gaining Early Years Professional status. Two staff hold level 4 qualifications, one of these members of staff is working towards a foundation degree in early years. Nine staff hold level 3 qualifications and three staff hold level two qualifications. Three staff are working towards gaining a level 3 qualification. The setting receives support and advice from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and making good progress within the friendly nursery. They benefit as staff have an excellent understanding of their individual needs. Good relationships are established with parents and others working with the children to offer consistency and continuity. Overall, space within the nursery is used well to support children's learning and development. Most documentation is used well to support children's ongoing welfare. Regular reviews and evaluations of arrangements throughout the nursery ensures that positive changes continue to be made to improve the outcomes for children.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents before administering medication to children (W1.2 Promoting good health)

11/03/2011

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

- review procedures followed by staff and for checking equipment to ensure children's health is consistently supported
- consider the use of space for the pre-school children, including access to outdoor areas, to further support children's learning and development.

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

Good systems are in place to keep children safe. Recent in-house training relating to safeguarding procedures ensures that all staff they are clear and confident in recognising signs and symptoms of abuse and understand the correct procedures to follow in the event of a concern, promote children's welfare. Effective recruitment and vetting procedures are followed to confirm staff's suitability when they first start at the nursery and as they continue to work with children. Staff supervise children well at all times and good staff deployment helps to ensure they are safe and well cared for. Risk assessments are completed on all areas throughout the nursery and documentation such as accident reports are used to monitor and improve safety.

Led by an experienced and well-qualified manager, the staff team work well together, sharing clear aims and objectives. The majority of staff are confident in their roles. They receive a comprehensive induction when they first start and are encouraged to continue to attend training and improve their skills as they continue to work at the setting. This helps to ensure they are fully aware of the settings own policies and procedures and general good practice in all areas of childcare. Staffing arrangements work well in helping to ensure children are cared for by familiar adults. Key persons are identified and link closely with parents and carers to ensure they frequently share information to help children feel settled and secure. All areas of the provision are regularly evaluated and new ideas gained as staff attend training and gain further knowledge are implemented and monitored with an aim to continue to improve the outcomes for children. Feedback is obtained from parents and their comments valued as a way of identifying further improvements. The setting has made positive improvements since their last inspection. This has improved the health of babies and younger children in relation to the condition of floor coverings and has supported the enjoyment, learning and development of children throughout the nursery by ensuring behaviour is well managed by all staff and staffing arrangements are consistent.

The nursery environment is bright and welcoming to children and their parents. Overall, generally good standards of hygiene are maintained, however, items used in the baby room are not always checked frequently to ensure they continue to be of a suitable quality. For example, the plastic on a nappy changing mat is split, which means it cannot be cleaned thoroughly to reduce the risk of cross infection. Areas used by the babies and toddlers are organised well to provide comfortable and accessible space for them to play, with the toddlers having free access to a

secure outdoor area throughout the session. Areas used by the pre-school children are well equipped and allow them to access resources independently, however, at times the two available rooms are not used effectively and space is a little cramped. They are able to access a secure outdoor area at specific times throughout the day, but are not able to benefit from engaging in a full range of learning opportunities whilst out of doors.

Good relationships are established with parents and carers. Parents are provided with detailed information about the nursery when children first start and continue to receive regular updates through newsletters. Through diaries for the youngest children, notice boards, parent's evenings and daily discussions, valuable information about children's preferences, routines and needs is shared helping to ensure consistency and continuity. Through the annual questionnaires parents have opportunities to share their thoughts and ideas about how the nursery operates. Parents are kept involved in their child's learning. Plans of activities are on display and parents are regularly invited to share children's learning pathways with the key person or manager. Parents are also able to use 'WOW' slips to record their own observations of their child's progress at home, which are then used when planning children's next steps. This helps parents to understand their child's progress and contribute to their ongoing development. Parents state that they are made to feel welcome within the setting and are fully aware of the settings policies and procedures. They feel confident to ask questions and establish a good relationship with their child's key person and other staff providing care for their children. There are good systems in place to support children with additional needs. Staff liaise closely with parents and external agencies to ensure children's needs are met and they are fully supported and included within the setting. Links are being established with other settings to which children attend and also settings to which children go on to attend, such as school, helping to make the transition as easy as possible.

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

Children throughout the nursery are happy, settled and secure as they are supported by familiar adults who understand their individual needs. They gain confidence due to the familiar daily routines and become increasingly independent due to staff encouragement. For example, pre-school children select their own snack, pour their own drink and sometimes use safety knives to prepare their own fruit. Children are keen to get involved in activities they as they reflect their preferences and interests. For example, younger children wait patiently for their turn at the painting table, where they use coloured paints and sponges to create their own pictures. Children develop a strong sense of belonging. Photographs of children and their families displayed at a low level means that they feel valued and included within the setting. Children show a sense of pride in their own work, for example, older children are encouraged to display their own completed work on the walls for others to admire. Children are becoming confident communicators. Babies respond to the positive interaction they receive from staff, babbling, smiling and giggling showing their increasing ability to communicate with others. Toddlers

have the advantage of being able to play outside when they choose using large sheets of paper attached to fencing to make large patterns gaining control for developing later skills with regards to mark making. Pre-school children are beginning to understand the purposes of text within the environment. They use a good range of tools such as pens, pencils, notebooks and diaries in the role play area, making appointments in the imaginary vets surgery and taking their soft toy pets along for treatment. Staff introduce children throughout the nursery to simple sign language as they play, they also learn key words in children's home language if this is not English, this helps all children to feel included. For example, as older children respond to the register they can say good morning or use the sign for good morning or give a simple wave to acknowledge their attendance. Children are polite and learning to manage their own behaviour due to the consistent and appropriate strategies used by staff. To encourage the children to share the use of the computer fairly, they have been taught how to use a simple timer, ensuring they all get their turn. This encourages them to work well together. Children are polite, encouraged through the good example of staff. They learn to be respectful of their friends and others as they learn about different festivals and use a range of resources that offer positive images of diversity.

Children are involved in problem solving and use numbers regularly as they play. They learn about two dimensional shapes and often combine the use of these with creative activities. Children are encouraged to engage in creative activities regularly, many of which are displayed decoratively throughout the nursery. Children talk enthusiastically about the caterpillars they have made previously and the tools and equipment they use. Sensory experiences are provided for babies and young children such as playing with cooked pasta and gloop, allowing them to explore these unusual textures with their hands and bodies. Children regularly use technology, accessing electronic toys and games to increase their confidence and gain skills for later life. Babies smile and shriek with excitement as they start to realise that the lights will flash and sounds will be made if they press certain buttons on a toy.

In general, children learn positive procedures regarding personal hygiene through regular routines and discussion. Older children are encouraged to wash their hands with soap and water before enjoying their snacks and discuss that by doing this they will get rid of any germs on their hands. Younger children are supported in having clean hands before they eat, however, children in the toddler room are not always learning good practices as they eat. When a child accidentally drops a piece of biscuit on the floor he is reassured by a member of staff and encouraged to pick it back up and eat it. Older children enjoy participating in themed weeks which relate to healthy lifestyles, this includes participating in daily exercise routines and learning about foods that are good for them. Children learn about safety as they engage in daily activities and are reminded of boundaries within the setting which are there to keep them safe. They practise the emergency evacuation procedures regularly to ensure they are all confident in what to do should an incident occur.

Children's learning is well planned for which means they are all making good progress. Regular observations made by key persons help to ensure that the majority of activities are at the correct level to support and challenge each child individually in taking the next step. Activities are linked closely to children's

interests and adapted to encourage children's involvement. There is a good balance of group and child-led activities allowing children to make choices in what they wish to play with, however, the youngest and the oldest children have little opportunity to decide if they wish to play indoors or out.



## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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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