

Marlow Day Nursery

Inspection report for early years provision

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Inspector	Gill Walley
Setting address	Sandygate Road, Marlow, Buckinghamshire, SL7 3AZ
Telephone number	01628 488 114
Email	
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Marlow Day Nursery opened in 1997 and is privately owned. It operates from four childcare rooms in a purpose-built single storey building. It is situated on the outskirts of Marlow town centre in Buckinghamshire. It's registered on the Early Years Register and on the voluntary and compulsory parts off the Childcare Register.

The nursery may care for no more than 57 children under eight years; of these, not more than 21 may be under two years at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 80 children under five years on roll some of whom receive funding for nursery education. Children come from the local area.

The nursery employs 17 staff. The manager and 15 staff hold appropriate early years qualifications. The nursery also employs a cook. The nursery is able to support children who have special educational needs or who are learning English as an additional language. The nursery works in close partnership with the adjoining infant school and children's centre and it receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children who attend Marlow Day Nursery generally make very good progress because it meets the needs of each child, including those who are at the early stages of learning English, and those who have special educational needs. The manager and her team are very experienced, and they develop new skills to help them improve the learning opportunities they provide for the children through regular training. They accurately evaluate the provision to identify steps they can take to improve it further. The nursery works extremely closely with parents and carers, and has good partnerships with the primary school and other agencies to ensure that the needs of all children are met well. As a result, the nursery has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- help the children to understand more about the importance of a healthy lifestyle
- ensure that all children make consistently good progress in all areas of their learning by tracking them more rigorously and comparing the progress of different groups of children.

The effectiveness of leadership and management of the early years provision

There are rigorous procedures to ensure that the children are always safe. Staff are vetted and visitors sign in. Doors are kept closed and the children play in a secure-fenced area. The premises are checked daily and more thorough risk assessments are carried out annually so that any hazard which could result in an accident is identified. The children practise fire drills regularly. The manager assesses risks when she organises visits, for example to the market, the park or the library. Currently 10 members of staff have first aid qualifications and understand hygienic food handling. Babies are monitored very closely when they are asleep and the staff follow hygienic routines, for example removing shoes in the area where babies crawl. There are strong links with the adjoining school. The children use its field and playground and the older ones visit the Reception class for story time. This helps them to settle very easily when they move on to school.

The staff teams meet daily to discuss the children's progress, to review the provision and to plan improvements. They are a strong team and they have developed greater expertise. They now appreciate the impact of their interaction with individual children and are improving their questioning of the children so as to challenge them to solve problems. The staff plan activities based on knowing precisely what children have achieved through frequent observations of their learning and careful tracking of individual's progress. The nursery has improved since the last inspection, for example in using assessment more effectively to plan children's next steps and in developing the outdoor area well to provide the children with more varied and engaging activities. The classrooms are now laid out better to give the children more space to play. The staff evaluate the provision thoroughly and the manager drives ambition extremely well. Children's progress is monitored closely but the manager does not compare the children's progress in all areas of learning to ensure that this is consistent.

The nursery works exceptionally closely with parents and carers who feel that their children are safe and make good progress, particularly in their speaking and confidence. Parents and carers appreciate receiving useful information about the activities the children enjoy and other local services including those run by the children's centre. They can see the qualifications of staff and the nursery's policies and procedures displayed at the entrance. Parents and carers are welcomed in to meet their children's key workers to talk about the progress being made. They are given a great deal of guidance about how they can help the children at home. The manager values parents' and carers' suggestions through regular surveys. Parents and carers like to talk to the staff informally, for example at collection time, and they have a suggestions box. They receive a daily report so that they can talk to their children about what they have enjoyed doing, and more detailed reports twice a year. Parents and carers of the youngest children are also told about their routines and interests. They come in on special days, such as tea parties for Mothers' Day and Valentine's Day. The manager works closely with the local authority when she needs additional advice about individual children's needs, for example those with speech delay so that these children are very well supported and make particularly good progress. The nursery also has strong partnerships

with the primary school and other agencies to ensure that the needs of all children are met well, that there is consistency in the provision they receive and they are well prepared for the future.

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

The children are happy and very well behaved because the staff have high expectations of them and are good role models. At lunch times, the children have very good table manners, and pass food and drinks to one another. They have created rules to help them make the right choices. The staff know the children well and they encourage them to develop new skills and praise them for being polite and helpful. They ask children questions to encourage them to solve problems. The children play very well together and share toys. They are confident to talk to visitors. They concentrate on one activity for a long time. They choose what they want to do, and have a very wide selection of toys, including dolls, construction and puzzles. They develop their imagination by dressing up and through role play. They gain a very good understanding of equality and diversity through stories and when playing with dolls with various disabilities. Many of their activities relate to exciting themes, such as holidays and the seasons.

Outdoors the children grow flowers, fruit and vegetables which they cook and taste. They learn about many unusual animals through visits from a zoo and they identify birds when they watch them feeding. Children make very good progress in their physical development when they play on their slides and ride bikes and scooters. They enjoy building dens. The youngest children explore textures by making patterns in shaving foam. The children develop very good creative skills through painting animals and making models. They begin to write using many different resources. They learn to recognise letters and numbers because they are displayed in the classroom, and they identify them in puzzles. They learn to recognise shapes and colours through sorting and matching activities. They use many opportunities to count and to talk about sounds. They develop very good speaking skills and they learn to recognise tunes by working with a visiting music group. They love listening to stories and often act them out afterwards. Parents and carers write about what their children have done at the weekend through their adventures with a teddy bear. The children then talk about this to their friends which help them to become confident speakers.

The children become extremely independent, for example by pouring drinks and putting toys away, and they have many opportunities to take responsibility, for example for choosing the toys they want to play with. Children eat healthy snacks and the nursery advises parents and carers on healthy menus. Staff discuss the importance of eating healthily and children enjoy exercise but the children's understanding of the importance of leading a healthy lifestyle is limited. Children make good progress in understanding about people of different cultures because they learn about celebrations and customs. For example, they make flags and play with multicultural toys and musical instruments. They learn about many special events, such as Thanksgiving and Australia Day. The attitudes and progress children make equip them very well for the next stage in their education.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met