

# Marshlands Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY356338

**Inspection date**

05/07/2011

**Inspector**

India Palmer

**Setting address**

Marshlands Primary School, Hall Road, GOOLE, North  
Humberside, DN14 5UE

**Telephone number**

01405 762 614

**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

Marshlands Children's Centre was registered in 2007 to serve the local area of Old Goole in the area of East Riding. It is run by the local authority. The centre comprises of a pre-school group, which is open Monday, Tuesday, Wednesday, Thursday and Friday, term time only between the hours of 9am and 12noon; a crèche to support parents and carers attending the centre, which operates in response to a variety of courses and drop-in support groups for parents, carers and their families. The centre as a whole is open from 8.30am to 5pm all year round except for statutory bank holidays. All services operate from a purpose-built building with outdoor play area for the children within the grounds of Marshlands Primary School.

The setting is registered to care for a maximum of 44 children in the early years age group. Of these not more than 12 may be aged under two years. There are currently 34 children on roll all of whom are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports who speak English as an additional language. The setting receives funding for the provision of free early education places for two year olds.

A local authority organisation oversees the operation of the centre, including the management of the budget and recruitment of staff. There is an overall centre manager who is supported by a staff team of 16 who work with the children. The crèche and preschool employ seven members of staff including the manager of whom two hold a relevant qualification at level 4 in early years, four hold a relevant qualification at level 3 in early years and one holds a relevant qualification at level 2 in early years. In addition a pool of staff can be called on to work when the crèche is operating.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in an extremely safe and inclusive environment. Staff have a good knowledge of each child's needs and starting points and use this to effectively promote children's welfare and learning. Overall staff provide very good interactions with children and a stimulating range of activities which supports children's development. Exceptionally good partnerships with the local school and other agencies are a key strength and are significant to meeting the needs of all children. Good monitoring and regular self-evaluation makes sure that priorities for development are identified and acted upon, to ensure continuous improvement is effectively maintained.

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

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

- support children further in their development by consistently asking open questions and clarifying ideas to help them to make connections in their learning.

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

The setting has very clear policies and procedures that ensure it is managed safely and very efficiently. All staff have undertaken safeguarding training and demonstrate a comprehensive understanding of related issues in order to effectively protect children. A robust safe recruitment policy is in place and all staff undertake Criminal Records Bureau checks. Staff are well deployed inside and out and supervise children closely without being overprotective. This enables children to play and learn but also to take calculated risks. Comprehensive risk assessments are carried out and regularly reviewed along with daily checks to maintain safety extremely well. Emergency evacuation procedures are clearly displayed and staff and children are familiar with the process through regular practices. The premises are very secure with visitors, parents and carers only being admitted by staff.

Equality and diversity is promoted exceptionally well throughout all aspects of the setting.

Staff welcome children from all backgrounds and have a good understanding of their starting points through home visits and partnership with parents and carers. Parents and carers are also supported to promote children's learning and development at home through the use of 'homework' activities and resource bags. The setting's liaison with the local school and other outside agencies is exemplary and ensures all children's needs are effectively met. This is particularly evident for children who speak English as an additional language. The setting takes a lead role in establishing partnerships with outside organisations. For example, liaising with a lead teacher from a local primary school and holding childminding meetings on site.

The manager has high aspirations for good quality care and education through ongoing improvement. All staff are involved in the self-evaluation process with weekly meetings to highlight concerns or areas to improve. Good monitoring and assessment of children's progress is used to produce an action plan for further development. Problem solving, reasoning and numeracy were highlighted as one concern and the staff have been working to improve this.

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

Children show a strong sense of belonging at the setting and are happy and extremely confident. They demonstrate a positive attitude to learning and staff plan a wide range of activities to inspire them to participate. Staff generally support children's learning and development very well. However, occasionally they

do not further extend this learning by asking open questions to clarifying ideas to help them to make connections in their learning. The staff have a secure knowledge of the children and their starting points. They effectively use this information along with observations and comments from parents and carers to inform planning.

All children are treated as individuals in the setting and have a designated key person. The children demonstrate an excellent understanding of what standards of behaviour are expected, which is modelled by the staff. They show an exceptional knowledge of safety issues and safely use a range of tools and equipment. Healthy living is emphasised at the setting and children understand and follow simple hygiene routines, such as cleaning their teeth after eating their snack. Children understand the need for daily exercise and have free access to the outside whenever they wish. Mealtimes are pleasant social occasions where staff sit with the children and support them to pour, use cutlery and wash up. Children develop an understanding of healthy eating through growing their own vegetables and have a variety of healthy options for snacks.

Babies have a chance to explore indoors and outside with activities such as shaving foam, sand and water. While older children enjoy producing a range of artwork including collages and paintings. Children demonstrate good information and communication technology skills using the camera, with their photographs displayed on the walls. These support the children to develop good skills for the future. Children develop their problem solving, reasoning and numeracy skills well within the setting by accessing a variety of matching and sorting activities, as well as having number displays in several areas. The children's awareness of equality and diversity is exceptionally well developed with a wide range of resources and books to demonstrate a range of backgrounds, cultures and disability.

## 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                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### 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                           | 1 |
| 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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## **Annex B: the Childcare Register**

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