

The Marmalade Bear with the Red Balloon

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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

Marmalade Bear at Red Balloon Nursery School first opened in 1986 and is under new company ownership in 2011. The provider also owns marmalade caterpillar and marmalade cat nurseries. It operates from a church hall close to Wandsworth Common within the London Borough of Wandsworth. The nursery is open from 08:45 to 16:00 each weekday during term time only. Children attend for a variety of sessions.

There are currently 52 children from two years to under five years old on roll. The nursery receives funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery school adopts a Montessori approach combined with the Foundation Stage curriculum. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery employs ten staff who work with the children over different shifts. All staff have relevant childcare qualifications. The setting receives support from the Local Authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the staff at the nursery create a safe and secure environment, where children are valued and supported to make the most of their abilities. Staff help the children to feel comfortable whilst they attend the setting. Warm, positive and trusting relationships enable children to feel safe and secure. Staff generally evaluate the activities and experiences that are on offer to the children, seeking to improve their learning opportunities, working towards good outcomes for children. The nursery has a good capacity to maintain continuous improvement, because staff seek to improve their knowledge and understanding of children's early years through further training opportunities.

What steps need to be taken to improve provision further?

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

- consider ways to fully enhance the development of children's independence skills during snack time, in particular the preparation of the fruit
- extend daily opportunities for children to access equipment and resources to enhance their physical development

The effectiveness of leadership and management of the early years provision

Children are thoroughly protected from harm and neglect as the staff have excellent knowledge and understanding of child protection issues and how to safeguard children. Excellent procedures are in place to ensure all staff have up to date Criminal Records Bureau checks in place. The provider ensures she records the numbers for the checks and the dates they were carried out, this ensures she is fully aware of when they need to be updated. Children are kept safe and secure, due to clear, concise and comprehensive risk assessments for both the setting and for outings. Clear, accurate records are kept; including attendance registers which ensures the safeguarding of children. Children's safety is further enhanced as children participate in regular fire drills. This allows everyone to be fully aware of what to do in an emergency. The setting's concise policies and procedures ensure parents are fully informed about all aspects of the provision. This enhances greatly the children's safety, health and welfare.

The children have access to a varied amount of resources which promotes equality and diversity. Children learn about festivals and celebrations from around the world at an age appropriate level. All children are fully integrated into the nursery and staff and children take excellent steps to enable wheelchair users to move around safely. Equality and diversity is a key strength in the nursery, as all staff are proactive and highly committed to working in partnership with other agencies caring for children. Regular meetings take place and all staff are involved in the Individual Education Plan process. The nursery has well established communication links to all agencies and they make excellent use of the support from the local authority.

Resources are effectively arranged and organised, creating an enabling environment for children to play and learn. Children are confident and independent learners because they have easy access to low level furniture and a wide range and variety of exciting toys and play materials, strongly supporting their enjoyment and achievement. Children learn early word recognition through the excellent use of labels on the resources and furniture.

All staff seek to improve their knowledge and understanding through the good use of training being carried out in conjunction with the local early years team. Recent training has included child protection. Staff work well with the parents. All parents have been included in meetings to discuss all recent changes made in the nursery. Regular meetings have enabled the parents to be aware of their children's learning and development. In discussion with the parents they are very happy with all of the recent changes made to the nursery and feel fully involved with their learning and development. The nursery is proactive in evaluating the provision it provides and has a detailed action and development plans in place to improve the services it provides. Parents and staff are fully involved in this process and as a result, the service is responsive to the needs of its users.

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

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment, helping them to confidently practise and acquire new skills. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle. Steps taken to safeguard children include effective child protection and fire evacuation procedures, close and supportive supervision, for example, when moving between rooms.

Children have a good understanding of being healthy and why they need to clean their hands before snack time. Children are cared for in a hygienically clean environment and are protected from cross infection and contamination through the good hygiene procedures that are in place. Children have healthy snacks and they hand out the cups and napkins for their peers to use. There are missed opportunities to fully enhance the children's independence skills as staff prepare and hand out the snacks for them.

Written observations of the children's attainments, interests and learning styles are supported well with photographic evidence, so parents and carers enjoy clear, visual images of their children's experiences. Children are clearly making good progress from when they started in the nursery. Planning is adapted to suit the individual needs of the children that are participating in the activities. Staff are skilled in using open ended questions to enhance the children's learning. Staff adapt the language they use depending on the age and ability of the children that are accessing the activities. As a result all children are attaining well. Staff use the children's next steps to plan focus activities, which enables children to progress well with their learning and development.

At the time of inspection the children were rehearsing for their Christmas play. All children had a role within the play. The good use of songs with movement and actions enabled all children to participate. Children were keen to sing and say their lines and received great praise from the staff. This builds the children's self esteem and their confidence levels. Children enjoy participating in sharing their weekend news and staff enhance the children's mark making by encouraging their writing skills and drawing what they have done. Children are developing good skills for the future by the good use of Montessori life skills activities.

Children have trips to the local playing fields, common and parks, as well as a teacher coming in to aid their physical development once a week. There are missed opportunities to fully enhance this area of learning as not all children have access to daily physical activities, as these trips are dependent on weather. The learning environment is adapted so children in wheelchairs can move around safely and can access all resources and activities that are on offer for them.

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	2

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	2
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	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
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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	1
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	2

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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