

Marshmallows

Lower Marsh House, Marsh House Lane, Darwen, Lancashire, BB3 3JB

Inspection date

18/12/2012

Previous inspection date

07/09/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children enjoy a stimulating, well-resourced environment, which promotes learning and offers challenge.
- The key person system supports engagement with all parents. This means that children feel safe, secure and receive the individual support they need.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented consistently.
- Relationships with parents are strong and contribute well to children's learning and development needs.

It is not yet outstanding because

- Opportunities for babies to engage in varied physical experiences, both indoors and outdoors, has not yet been fully embraced.
- The education programme for communication and language does not fully support children's listening, speaking and language skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the baby room, the toddler room and the pre-school room.
- The inspector held meetings with the manager and talked to staff during indoor activities.
- The inspector looked at a sample of children's records of learning, planning documentation and other documentation, including policies, risk assessments, staff qualifications and records of suitability.
- The inspector also took into account the views of parents spoken to on the day of the inspection.

Inspector

Wendy Fitton

Full Report

Information about the setting

Marshmallows Nursery was registered in 2002 and is privately owned. The nursery operates from converted domestic premises in the Darwen area of Blackburn in Lancashire. The nursery is accessible to all children and there are enclosed areas for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery is registered on the Early Years Register. There are currently 56 children on roll in the early years age range. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 12 members of childcare staff. Of these, 11 staff hold appropriate early years qualifications at levels 3 to 6. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve opportunities for younger children to develop their communication and language skills; by asking open questions, using correct language and challenging children's thinking and discussion during their play
- develop the education programme to support babies' physical development by providing more experiences for moving and handling, both indoors and outside; such as, bouncing, rolling, throwing and splashing.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences. As a result, all their individual needs are met. Staff have a good knowledge and a clear understanding of how children learn. The planning of the learning environment is linked to the seven areas of learning. There is a sharp focus on helping most children to acquire communication and language skills, supporting physical, personal, social and emotional development, in order to improve their learning from their starting points. There is scope to provide further opportunities for babies to engage in more varied physical experiences both indoors and outside; in order to support their physical development. Babies feel secure and comfortable with routines and the close relationship with their key person. They respond to appropriate boundaries with encouragement and support. They develop their language and communication skills through repetition of familiar words and exploring different objects hidden in the sand. Babies listen to staff and can follow simple instructions when tidying up the toys. They develop their independence and self-care skills through opportunities to self-select their own resources and cooperating with care giving experiences. Babies concentrate on an activity for short periods and respond to adult support when playing peek-a-boo with

material over their faces. They imitate and improvise actions, which they have observed as they pour out the tea from the teapot in the role play area.

Young children begin to make-believe when they pretend to be the safari park keeper and use puppets and animals to talk to each other. This develops their imagination and creative skills. They feel good about themselves as staff praise and encourage them during their play. Younger children develop some communication and language skills through learning new words and copying familiar expressions. However, staff do not always ask open questions, use correct language or give young children time to think, in order to express themselves. This practice limits children's speech and language development.

Older children are involved in a range of learning opportunities and experiences to prepare them for their transition to school. They make independent choices of which area they want to play in and the resources they wish to use. They feel secure with support from staff and are very confident and active learners. Children develop their communication and language skills as they answer 'how' and 'why' questions and talk about their own experiences. They show good control and coordination as they use the fishing nets in the water tray to catch shapes and numbers. They develop their literacy skills as they use phonic knowledge to decode words from their place mat and self-register on the apple tree. Children explore different media and materials as they listen to the story on the compact disc player. They explore paint, chalks, glue and glitter during their creative activities. Children develop their imaginative skills as they make dens. They use the available resources cooperatively to support their role play.

Teaching is effective and assessment procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents at induction. Each child is assigned a key person to be responsible for their development, routine care practices and liaison with parents. Every child has an individual profile and record of learning. Staff have detailed knowledge of every child's needs and future needs. All children are at their expected level of development and in some areas are above their expected level. Staff are fully aware of how children learn and can plan to support their progress. Children are involved in all activities.

Relationships with parents are strong and make a good contribution to meeting all children's needs. Staff discuss children's learning and progress with individual parents and learning records and daily diaries are accessible to them. Parents are encouraged to engage in home activity records to inform staff of any additional information to support children's learning and progress. Parents have access to organisational policies and procedures and know what to do in the event of a complaint. As a result, good relationships with parents support children's learning and progression.

The contribution of the early years provision to the well-being of children

The welcoming, child-centred nursery is attractively decorated with children's art work, photographs and wall displays. This, together with friendly and reassuring staff, reinforces

that children are valued, which in turn enhances their emotional well-being. Children settle well because staff are friendly and welcoming and make sure that they work closely with parents to find out about children's routines, so that they can meet their welfare needs well. The effective key person system and the warm interaction between staff and children ensures that all of them form positive and trusting relationships with the staff. Children go to them for reassurance and cuddles, which provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. Adults intervene if there are any disagreements. They talk to children about their behaviour and help children to learn right from wrong. This practice is reinforced through praise and encouragement during their play. Children are encouraged to share, take turns, care and respect each other and to be kind and have manners.

Children develop their self-care skills as they participate in good hygiene practices. They learn about the importance of a healthy diet and are provided with a good range of healthy and nutritious snacks and meals. Menus are planned according to children's individual dietary needs. Children have frequent opportunities to enjoy fresh air and exercise in the outdoor play areas. They can run freely and explore the environment. They develop their physical skills as they negotiate space and use large physical play equipment and move confidently in a range of ways. The indoor learning environment enables children to independently choose from a selection of resources that are easy for children to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children are well supported in their transitions within the nursery. This is due to the settling-in visits with their key person in a different room. All individual records and learning documentation are passed onto the next key person, in order to meet and support children's individual welfare and development needs. Parents' comment very positively about the care their children receive. They state that there are good facilities and resources, that staff are supportive and consistent and that children are doing lots of things to promote their learning and development.

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

The nursery is well organised and the manager has high expectations for children. She ensures that each child makes good progress in their learning and they are protected and safeguarded. She has a secure knowledge of safeguarding issues and procedures. The appropriate procedures for recruiting, vetting and checking staff ensures they are suitable and safe to work with children. Effective risk assessments and health and safety procedures ensure that hazards are minimised, in order to reduce the risk of accidents to children. The security of the nursery is appropriate as the door is kept locked and the staff are vigilant at all times. This minimises the risk of intruders entering and children leaving the premises unsupervised. Children are supervised by staff, who are deployed effectively and the manager and staff are totally committed, dedicated and passionate about their work with children. The manager promotes the children's safety by ensuring that staff ratios are maintained and all policies and procedures are effectively implemented.

Induction systems ensure that staff are clear about their roles and responsibilities. The practice and performance of staff is effectively monitored and effective supervision is undertaken. This formally identifies individual professional development and training needs, in order to continually improve the learning programme and the outcomes for children. Positive relationships between staff and parents ensure that children's needs are met. Parents speak highly of the nursery and express their satisfaction with the service provided. They are kept informed about their children's progress through daily discussions with their child's key person. Information displayed on notice boards and in newsletters, also helps to keep parents informed. There are effective partnerships with other providers, professionals and support networks to secure support for children with any identified needs and therefore, ensure that no child is disadvantaged.

The manager is fully committed to developing practice and ensuring continuous improvement. Strengths and improvement plans are clearly identified and the manager involves staff, parents and children in self-evaluation. The manager has a positive influence on the standards and practice within the nursery. She is open, honest and flexible and is consistently looking at ways to improve. She is involved in all day to day life of the nursery and therefore, ensures that all children's care, learning and development needs are fully met.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement

is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY232878
Local authority	Blackburn
Inspection number	894914
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	56
Number of children on roll	56
Name of provider	Marshmallow Limited
Date of previous inspection	07/09/2009
Telephone number	01254 873738

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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