

Marton Childrens Day Nursery

Martonside Way, Middlesbrough, Cleveland, TS4 3BU

Inspection date	25/02/2013
Previous inspection date	22/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 are well safeguarded. All staff are well informed about child protection issues and the premises are safe. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.
- Highly effective leadership means that all staff are well supported in their professional development and are constantly looking at ways to improve the quality of their teaching and children's learning. As a result, children are making good progress.
- Children are cared for by staff who are warm and sensitive to their individual needs. Consequently, they are happy, settled and feel secure.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways staff support them in helping their children to settle and involve them in their learning.

It is not yet outstanding because

- Displays and books, particularly in the baby room, do not yet include photographs of children's families, friends, pets and favourite people to further opportunities for children to talk about people and things that are important to them.
- The range of print displayed, which reflects children's home languages and cultures, is limited. As a result, children with English as an additional language are not learning to fully value and use their home language within the nursery.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the manager at the beginning of the inspection and throughout the day.
- The inspector observed activities in the three base rooms, the dining room and in the garden area and spoke to staff and children.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector held discussions with the nursery's nominated person throughout the inspection.
- The inspector sampled children's assessment records and planning documentation, checked evidence of suitability and qualifications of practitioners working with children and looked at the nursery's self-evaluation form and some written policies.

Inspector

Karen Tervit

Full Report

Information about the setting

Marton Day Nursery was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built building adjacent to the Martonside Children's Centre in Middlesbrough and is one of nine settings managed by Nunthorpe Nurseries. The nursery serves the local and wider area and is accessible to all children. It operates from four rooms, one of which is used as a dining room and there is a fully enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2 and 13 hold appropriate early years qualifications at level 3, including five with Early Years Foundation Degrees. The nursery is open Monday to Friday from 7.30am until 6pm for 52 weeks of the year. Children attend for a variety of sessions. There are currently 69 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance opportunities to develop young children's conversation skills, such as, by sharing photographs of children's, families, friends, pets and favourite people
- enhance the opportunities for children whose home language is other than English, to see and use that language within the nursery environment, for example, on displays and in books.

Inspection judgements

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

Staff have a good understanding of the seven areas of learning and have implemented clear systems for observation, assessment and planning. Children's developmental journeys and tracking systems show how children are making good progress towards the early learning goals and developing the necessary skills in readiness for school. Observations of children's interests and progress are used to plan challenging,

personalised learning experiences for them. For example, room stories and 'catch it' observations are effectively used to highlight the next steps in children's learning so staff can plan further meaningful activities for their key children.

Staff show great interest in what children are doing, and notice and praise their achievements. This encouragement motivates children to persevere. Staff talk with the children about what they are doing and ask questions to help them make links in their learning while introducing mathematical language. For example, when pre-school children mould and roll the play dough into cakes staff ask them to think 'how many they have made' and 'how many more they need so everyone can have one'. Pre-school children are beginning to recognise their own name as they self-register at the start of the session. All children are developing a love of books. Two-year-olds and pre-school children enthusiastically join in with actions to their favourite stories and rhymes, as well as learning new versions of rhymes linked to the different cultures of the children attending. Children with English as an additional language are suitably supported. For example, staff know simple words and phrases in the children's home language and the nursery has a member of staff who is bi-lingual, who supports them in communicating effectively with parents and children. However, the amount of print displayed in the nursery rooms that reflects children's home language is limited. As a result, children are not fully supported in learning to appreciate and value their home language. Photographs of staff, children and activities decorate the nursery walls and are compiled into interesting scrapbooks and albums, which children thoroughly enjoy looking at and commenting upon. However, displays and books do not yet include photographs of children's, families, friends, pets and favourite people to help, particularly the youngest children, have conversations about people from home that are important to them.

Babies delight in exploring a variety of materials, such as paint, cereal, water, jelly and treasure baskets. They develop good social skills as they mix with older children at different times throughout the day, while playing outdoors. All children receive good opportunities to make marks. For example, they paint indoors and outdoors and use different items in flour and sand. Children enjoy a good balance of adult-led and child-initiated activities based upon their individual interests. For example, pre-school children persevere and show great enthusiasm as they collect interesting objects from the water tray, using their 'fishing rods'. Staff expertly extend this learning as they ask children about what else you find in the sea, with children excitedly responding that pirates live on the sea. Staff model thought, as they try to remember where pirates live when at sea and what they need, while introducing new words to children, such as, telescope, parrot and steering wheel. After lunch, staff successfully support children in cutting out their own eye patches and attaching them to string before transforming the outdoor climbing frame into a pirate ship. The role play area in the two-year-old room is constantly evolving to help develop children's imagination, it is currently a 'teacher's area', following observations of children's interest in staff as they take the register.

Children develop good physical skills as they confidently explore the interesting outdoor areas, and clamber on the play equipment. Babies have plenty of space to develop their crawling and walking skills and pull themselves up against the sturdy furniture. Children enjoy planting their own flowers and vegetables in the raised beds, with staff supporting them to develop their understanding of living things. Children take part in a range of

interesting outings to help them learn about the world around them. They develop their skills as they learn simple Spanish and yoga.

Well planned systems to identify children's starting points on entry are in place. Parents complete 'All about me' documents, which help staff to recognise children's individual needs and plan activities at an appropriate level for each one. Children's learning journals are shared with parents to ensure they are included in setting targets for their child's future development and understand how to support their child's learning at home. Alongside this, staff encourage parents to share special moments from home with them so they can extend children's learning within the nursery.

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

The effective key person system and the good level of adult attention ensure that all children form positive and trusting relationships with staff. For example, they go to them for reassurance and cuddles when they are feeling tired and even visit, with their parents, on days when they normally do not attend. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Key persons carefully plan for their children's individual learning, spending time during the day supporting them in specific activities in small groups, as well as looking after their care needs. Sensitive settling-in procedures, both for children just starting nursery and those moving rooms within the nursery, ensure children settle quickly. For example, younger children are able to access the pre-school room whenever they want from outdoors so they become familiar with staff and activities. Less confident children have short visits to their new room with their key person and a special friend to ease their transition. Close working relationships between staff in all the nursery rooms and carefully planned routines, help ensure children's individual needs are met as they successfully move onto their next stage of learning.

The learning environment is enabling and helps children make good progress in their learning and development, with a wide range of resources being easily accessible for all children. The nursery effectively promotes all children's understanding of diversity and plans activities that encompass different celebrations, for example, Diwali and Chinese New Year. Children have good opportunities to gain an awareness of diversity as they use a wide range of resources that reflect positive images of difference.

Children stay healthy because the nursery follows effective procedures and daily practices, which meet the children's physical, nutritional and health needs. Children and staff sit together in the dining room at mealtimes enjoying the social occasion. The nursery cook prepares nutritious meals using fresh ingredients that take account of children's individual dietary needs. Meals often include foods from other cultures, which are highlighted on the menu by colourful flags, so staff and parents can talk to children about where foods come from. Daily routines effectively support children's growing independence skills. For example, all children serve their own lunches, scrape their plates and pour their own drinks. Children have decorated their own place mats and they eagerly look for their names or photos. Staff sensitively recognise that some children eat better when they sit

next to their friends. Drinks are readily accessible to all children, throughout the day, in age-appropriate cups.

Children concentrate and persevere very well as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Visual rules are clearly displayed throughout the nursery. Very young children are given gentle reminders to say 'please' and 'thank you'. Older children are well mannered and their behaviour is good, as the staff share consistent expectations and set good examples themselves. Babies are able to sleep according to individual preference and home routines, either in cots or low-level beds in the sleep room, which is an integral part of the baby room. Older children who need a nap curl up on the comfy cushions or use the low-level beds. Parents are able to provide their own blankets and soothers if they wish to help them settle.

Posters in the bathrooms offer reminders about hand-washing routines. Children in the process of being toilet trained are well supported. Suitable nappy changing procedures are in place, with staff wearing aprons. Children develop a good understanding of personal safety. They practise the evacuation procedures regularly and learn about fire safety in fun ways. For example, through regular visits from the fire service children are able to explore the fire engine and the fire fighting equipment. Children have frequent opportunities throughout the day to experience fresh air and be active. Staff encourage children to take safe risks as they climb and slide on the sturdy wooden frame outdoors and balance on the low-level blocks. Parents are asked to make sure that children have suitable outdoor clothing so children can access outdoors no matter what the weather is like. This supports their physical health and development.

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

The nursery gives a high priority to safeguarding. There are close working relationships with other professionals and support agencies to ensure children are well protected. All staff have attended safeguarding training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. The front door is secure and closed circuit television cameras cover all rooms and the outdoor areas, enabling the manager to monitor that safe practices are being followed. For example, when a child has an accident the footage is scrutinised to ensure that further risks are minimised and that correct procedures are being followed.

There are effective recruitment and selection procedures in place and good support for staff through the induction programme. This ensures that staff are suitable to work with children and fully understand their roles and responsibilities. Staff appraisals, along with monthly individual review sessions, ensure they have ongoing opportunities to access further training, to develop their practice and extend the learning opportunities provided

for children. Staff meetings and room meetings enable staff to contribute ideas and share information. The manager regularly monitors practice in the rooms and staff are beginning to observe and monitor each other's practice. These systems all contribute to improving practice and outcomes for the children. For example, changes are being made in the baby room to make the book area more inviting and plans are in place to add school uniforms to the role play area in the pre-school room to help prepare children for their next stage in learning.

The nursery has successfully addressed the recommendations raised at the last inspection. For example, pre-school children have opportunities to access outdoors whenever they want, with other children having easy access between the indoors and outdoors on a morning and afternoon. The registered provider and manager are committed to providing a high quality service and maintaining continuous improvement. They have a good understanding of the setting's strengths and areas to develop and detailed action plans are in place. Staff are encouraged to reflect on their practice in innovative ways, for example, by answering the question of the week and doing room evaluations using Ofsted guidance documents. Parents' opinions and suggestions are actively sought and used to shape the service. Staff actively encourage children's voices as they explore photographs of different activities and contribute to 'wow' moments.

Effective systems have been put in place to ensure that there is a good two-way flow of information about children's learning and developmental needs and progress between staff and parents. For example, parents are invited to parents' evenings, have daily chats with their child's key person and have easy access to children's learning journals. Clear information about the Early Years Foundation Stage is attractively displayed throughout the nursery, along with photographic celebrations of children, staff and parents' achievements. Parents also get lots of information, through interesting displays, informative leaflets and brochures, as well as the nursery's website and social network pages. Parents' comments about the nursery are positive. For example, they say 'the nursery is like a second home', 'child has gained great skills', 'friendly staff and lovely activities' and 'speech has totally improved, as has social skills'. Good partnership working takes place between the nursery and the schools that children transfer to. For example, staff are proactive in discussing transition arrangements with school staff and visits are arranged to help prepare children for the move to school. Children who attend other nurseries are well supported. The nursery receives written information from the other settings about what children have been doing to help with continuity of care and learning. As a result, staff are able to spend time with children talking about what they have done at the other setting, as well as telling them about what their friends at Marton Nursery have been doing.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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 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	EY281718
Local authority	Middlesbrough

Inspection number	856234
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	69
Name of provider	Nunthorpe Nurseries Group Ltd
Date of previous inspection	22/11/2010
Telephone number	01642 824040

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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