

Mallards Wood Daycare

157-159 St. Barnabas Road, Woodford Green, Essex, IG8 7DG

Inspection date	18/03/2013
Previous inspection date	21/01/2010

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

- Staff have a secure knowledge of the Early Years Foundation Stage and use observations and assessment to plan for children's next stages in their learning. This means that children make good progress in relation to their starting points.
- Children are settled, secure and show a good sense of belonging in the nursery, as they have formed trusting relationships with the staff that care for them.
- Staff have good relationships with parents and communicate well with outside professionals, which helps ensure that all children have their individual needs met .
- The leadership and management team set ambitious targets and action plans to drive improvement, following thorough evaluation of practice.

It is not yet outstanding because

- Interactions between the staff and children do not always make the most of chances to extend learning and promote critical thinking, so that all children learn as much as they can.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed activities in all rooms of the nursery and the outside area.
- The inspector spoke to the owner, the manager and to staff in each room of the nursery.
- The inspector reviewed documentation, including policies and procedures, self-evaluation paperwork and children's learning records.
- The inspector spoke to children and took into account the views of parents.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Mallards Wood Daycare nursery registered in 2004. It is owned by Mallards Wood Group Ltd and is situated in the Woodford area of the London borough of Redbridge. The nursery is open each weekday from 7.30am to 7pm for 52 weeks of the year. There are currently 44 children on roll, all of whom are in the early years age group and some of whom attend on a part-time basis. The nursery provides funded early education for three- and four-year-old children. The nursery currently supports children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs 17 members of staff, including the manager who is supernumerary; All staff who work directly with the children hold appropriate early years qualifications. The nominated person holds early years professional status and two members of staff are working towards this qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- further extend children's learning and critical thinking, by promoting consistently high quality interactions between staff and children, for example, by helping all staff use effective questioning techniques.

Inspection judgements

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

Children make good progress in their learning and development. Staff demonstrate a secure knowledge of the Early Years Foundation Stage, which they use well overall. Regular observations on what children can do, enable staff to have a clear understanding of the progress each child is making. Staff use this information, as well as children's interests, to guide individualised planning and ensure that activities are relevant to their interests. Regular assessment of children's current stages of learning and development enables staff to effectively plan to support their next steps in learning. This system ensures that all children make consistent progress in their learning and development in relation to their starting points. The introduction of the progress checks for children at the age of two years is effective in highlighting any gaps in learning. This check also allows staff to secure early intervention to ensure that no child gets left behind in their development. Children can easily review their 'Learning Journey' books, kept in their individually named drawers. They enjoy looking at these and commenting on their favourite activities. This helps them to develop a sense of pride in the key milestones they

have reached.

A mainly effective range of teaching methods is used to promote language skills, vocabulary development and children's interests. Animated and lively conversations take place between the children and staff during everyday activities. Most staff are skilled at enhancing children's language through using careful questioning techniques. However, these levels of interaction vary and during some adult-led activities, staff do not always seize on opportunities to offer children additional challenge and extend their learning. For example, some staff use more 'closed questions' requiring only 'yes' or 'no' answers, which do not encourage children's thinking. Nevertheless, children successfully gain the skills they need for future learning.

Children learn about technology as they adeptly use the computer mouse to control movements on the computer screen. They have access to adult-led Ipad sessions too. Battery operated 'cause and effect' toys further support children's interest of technology. They are becoming competent early writers. They demonstrate good pencil control and form recognisable letters when tracing words and when attempting to write their name on their artwork. Younger children revel in making marks using a wide variety of forms. For example, they become fascinated by the swirls of colour they make in shaving foam sprinkled with food colouring. A wide range of books, both fiction and non-fiction, thoughtfully arranged in areas with comfy cushions and rugs, means children have an inviting space to enjoy looking at books together. Staff introduce children to lots of nursery rhymes during different times of the day, which children sing with great enthusiasm and gusto. Children are encouraged to use numbers and recognise numerals in many activities. They use and apply their developing their mathematical knowledge in practical activities as they explore and discuss numbers, measure and capacity when weighing out ingredients to help make 'fairy cakes'.

Parents are helped to support their children's learning at home. Staff share what areas of development they are focusing on currently through regular parents' evenings and by preparing termly development reports. An open door policy, along with a variety of events throughout the year, includes parents fully in children's learning and development. Staff also work closely with parents to ensure children's home cultures are reflected in the nursery, for example, by exploring religious festivals. Children who learn English as an additional language receive appropriate support, such as through the use of suitable pictures and signs and by staff using key phrases in their home languages. Children with special educational needs and/or disabilities have individual learning plans in place, which include the views of parents and any professionals involved with the child. This communication helps staff ensure all children make progress in the areas where they need extra support.

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

Children form strong bonds with staff in this warm and friendly nursery. This enables children to feel safe and secure; as a result they are happy and eager to play. They explore their environment with ease and confidence. Staff treat young children with

warmth and gentleness in a calm atmosphere, where praise plays an important part in their development. Children settle well when left by their parents. Information is effectively gathered from parents right from the start so that key persons have a deeper understanding of children's routines, interests and capabilities. Parents comment that the nursery offers a 'bespoke' service tailored to the needs of their individual child and they feel reassured when leaving their child in the care of the staff. Times of change for children throughout the nursery are very well managed. Consideration is given to help children make moves from home to nursery and from one room to another as smooth as possible. Every member of staff has a fictional character associated to them which is clearly displayed for parents and children to see. This helps everyone to quickly become familiar with their key person. Staff are carefully organised to ensure children have the security of a familiar face as children settle in. Staff provide good support to children moving onto school. They invite teachers from local schools to visit the nursery so that children can begin to build attachments in preparation for the coming change.

Very young children have toys and resources that help them acquire skills and develop physically. They have space to practise their early walking as they become more mobile. The room is laid out with low level furniture where they can stand and get their balance. Cushions are used to support children as they are beginning to sit up and join in playing with the staff and other children. There is a separate area for non-mobile babies, which helps keep them safe. This provides a soft and safe area where they are able to crawl and use age-appropriate toys. Staff are sensitive to children's needs. They are familiar with the children's individual routines so they recognise when they are ready for a sleep or need a nappy change.

For most of the day, children downstairs join rooms and can choose to play with their siblings and enjoy the company of the younger or older children. Children of all ages share the outside space. This approach develops children's social skills and confidence in interaction with others. Children behave well and demonstrate a developing understanding of how to play harmoniously by sharing and taking turns. Staff model good social manners, ensuring that they use 'please' and 'thank you' when with the children. This means that children learn how to be polite when talking to staff and each other and they interact well with others of the same age.

Thorough hygiene routines and plenty of fresh air support children's good health and well-being. Children can choose to go outside and play in the well-equipped outdoor space every day, where they show high levels of independence. They put on their coats and hats when the weather is cold. They persevere at a problem, for example if their coat zip gets stuck, showing a useful attribute for their future lives as learners. They get tissues to wipe their nose. They know they must put the tissue in the bin and that they then wash their hands. Children enjoy healthy and nutritious meals, which are prepared by the nursery chef and include a variety of fresh fruit and vegetables. The majority of staff hold food hygiene certificates. The nursery has a five star award from the local environmental health department for the high standards maintained in the kitchen, which help keep children healthy. Staff ensure that children's allergies or cultural dietary preferences are taken into consideration and a clear system of recording enables staff to be aware of children's individual dietary needs. This ensures that children are not given any foods identified to

cause allergic reactions or that are against religious beliefs.

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

The owner has a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Appropriate recruitment and vetting procedures are in place in order to protect children, which include checking the suitability of staff and trainees. There are also effective staff appraisal and supervision arrangements to determine their on-going suitability and continuous professional development needs. More precise and sharply focused monitoring and evaluation of staff performance has been recently introduced. This makes sure that all staff continuously improve their understanding and skills to allow children to thrive and achieve well.

Staff have a good understanding of safeguarding procedures, describing with confidence the action they would take should they have concerns about the welfare of a child. They have completed relevant safeguarding training and have clear policies and guidelines to support them in the event that they need to make a child protection referral. A well-organised range of security measures, risk assessments and policy documentation is in place. These measures help to make sure children are protected from harm while at the nursery and when visiting places of interest. All staff hold paediatric first aid qualifications. Regular training events are attended and important information is cascaded at monthly team meetings. As a result, staff demonstrate a secure understanding of their responsibilities within the nursery. The owner is a good role model as she has recently been awarded Early Years Professional status; staff are supported to gain further qualifications.

The manager and staff are enthusiastic, motivated and committed to offering good quality provision to children and their families. Since the last inspection significant improvements have been made to the overall quality of the nursery. The recommendations raised at the previous inspection have been positively addressed to improve the quality of care and educational programmes. Through the self-evaluation process, the manager successfully uses the views of parents, children, and outside professionals to reflect on the learning and development opportunities provided. This enables her to devise an accurate action plan to address identified weaknesses. The manager now successfully monitors and reviews the progress children are making throughout the nursery. This means that any individual child or any group falling below expected achievements is quickly identified. Successful partnership working extends beyond providing additional support for children with identified needs. The management team work closely with the local Children's Centre and use their services regularly with the children. They actively seek advice from the local authority support staff and act on their recommendations to make improvements for all children.

Parents are well informed about the nursery through a range of useful written and verbal communications. Regular newsletters are distributed and every parent receives a booklet that explains how staff use the 'Statutory Framework for the Early Years Foundation Stage'

to support their children's development.

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
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 action. 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	EY273292
Local authority	Redbridge
Inspection number	908942
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	44
Name of provider	Mallards Wood Group Ltd
Date of previous inspection	21/01/2010
Telephone number	0208 498 9739

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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, which are usually the childminder's 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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