

Marlborough Day Nursery

Marlborough Square, 22 - 24 Jackson Street, COALVILLE, Leicestershire, LE67 3LT

Inspection date

09/05/2013

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn and provide a rich varied and imaginative educational programme, with precise assessment and planning for individual children.
- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment. They show superb cooperative skills when playing together.
- Partnerships with other professionals are highly effective in providing for children's needs. Children make excellent progress and transitions in and out of the nursery are exceptionally well organised to promote continuity of care and learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings.
- Social skills are encouraged in preparation for later transitions through the nursery and onto school to help children play well with friends and share toys.
- Safeguarding of children is outstanding because staff know the procedures and the policy is in place, reviewed and updated regularly. Safety is maintained because the premises are secure with very effective systems and staff are vigilant regarding access.

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 throughout the nursery in both indoor and outside spaces.
- The inspector spoke with the nursery managers and staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

Inspector

Patricia Bowler

Full Report

Information about the setting

Marlborough Day Nursery opened in 1990 and was registered again in 2012 under the new owners. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in a purpose built premises in Coalville, Leicestershire. It serves the local area and is accessible to all children. The nursery operates from six rooms and a large indoor play area and two fully enclosed areas available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 24 hold appropriate early years qualifications at levels 2, 3 and 4. Two staff are currently working towards a qualification at level 5.

The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 130 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 and those with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance further opportunities for children to develop independence by pouring their own drinks at lunch time.

Inspection judgements

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

All children make significant progress in their learning given their starting points and capabilities because they receive highly individualised levels of support from the caring staff team. Expectations are high in all rooms, which are extremely well resourced to meet the ages and developmental stages of the children cared for. Children show high levels of confidence and curiosity in the highly stimulating learning environment throughout the nursery. Sensitive staff follow meticulously recorded routines, so babies are cared for in line with parental wishes. They are nurtured in their physical development as they progress to walking, developing balance and coordination, in readiness for their transition through the nursery. Babies delight in tactile play with jelly and cereal grains, tasting and mixing using a range of safe tools. They explore natural materials in treasure baskets and investigate toys with buttons to press to develop an awareness of cause and effect.

Older children excel in their learning both indoors and in the outside play areas because the staff's knowledge and understanding of how they learn is excellent. Planning is tailored to children's interests as staff listen and respond to their ideas. Children are challenged effectively to ensure that they reach the next steps in their learning and staff are sensitive when deciding when to interact and when to value their independent play. Children are supported well as they explore and investigate and staff encourage them to find out things for themselves. As a result, children are enthusiastic in their play and make excellent progress. Linked to a current theme about around the world, a group of children examine a range of fruits. They discuss the texture of the outer peel of the water melon, kiwi and grapefruits describing them as smooth, furry and bobbly. They help staff to cut these skilfully using knives to reveal the fruit inside. Children express awe and wonder at the pink flesh inside the water melon and express delight in the red grapefruit, which they had guessed previously as an orange. They examine the fruit with magnifying glasses as they chop, sort seeds and taste. Their learning, thoughts and conversations are skilfully recorded by staff, whose attention is not distracted from the activity, as they remain fully engaged with children.

Staff in all areas plan extremely well to entice children to explore and experiment. Very young children crawl through a mound of shredded paper finding items, which have been hidden. They concentrate intently wondering how to remove an item from inside a jug with a screw top lid. Fascinated for a while lifting a flap over the lip they smile gleefully, unscrewing the top after being shown by a staff member, to tip out the item from within. Laughing as a balloon bursts, they stand with open arms declaring 'I don't know' when asked by staff where it has gone.

Although, children are cared for in their own rooms, they interact with other children in the nursery in the outdoor areas and in the exciting Play Theatre. This highly resourced indoor area facilitates play on climbing apparatus, a soft play area and extensive role play areas. Children act out experiences in the home play area and take on roles as proprietors and customers in the Garden Centre. Note books, calculators, pencils and money encourage children in their early writing and development of mathematical concepts. Practical activities to plant and grow produce outside help children to understand growing processes. They talk knowledgeably about rain and sunshine needed to enhance this process. Every opportunity is used effectively to encourage children to experiment and explore to enhance their learning and development.

Teaching is very effective because staff communicate with parents to obtain information, when children start, on what their child already knows and can do. Parents' views are valued through regular questionnaires and there are valuable opportunities to share information about learning at home, especially when they arrive and collect their children.

Staff use their experience of working in partnership with other early years providers to ensure consistency of care and learning. Children are well prepared for the next stage because staff provide appropriate support to prepare them for their transitions. As part of this, children grow in independence as they learn to do things for themselves. In preparation for school, older children have created a wall chart depicting in the colour of the uniform, the schools, which they will move onto. They know which of their friends will

move with them and links are established for reception class teachers to visit and staff attend school open visits either with parents or on their behalf. School readiness is a key feature and children learn to express their feelings, use good manners and make decisions about their play.

Staff observe and assess children systematically and maintain meticulous written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities.

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

Children are supported extremely well in the transition from home to nursery in a manner sensitive to their different needs and those of parents. Settling periods are flexible, in order that parents are secure in their knowledge that children will be happy in what for most is their first step away from home. Children's personal, social and emotional development is given high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is very good. Children are settled, happy and confident. Staff encourage children to play cooperatively with others, learning to consider others, share and take turns.

The needs of children ready to move to older age groups are considered and organised to meet theirs and their parents' needs. Their transitions are timed to allow for skills in physical and emotional development to be secure, so that changes do not cause them to regress. An effective transfer of information and visits ensure children settle well into their new rooms. Children are well prepared for the next stage of their learning and transitions to other settings and school. Staff consistently meet the care needs of each child in the group and respond sensitively to them as individuals. Behaviour is consistently managed with positive reinforcement, in order to boost children's self-esteem.

Children with English as an additional language are supported exceptionally well. Staff know familiar phrases and build excellent relationships with parents to include traditions, customs and festivals into their planning. The large wall map of the world helps older children to develop an awareness of where they live in relation to other countries. Resources, including dual language books, reflect positive images of difference and disability.

Staff support children well in managing their own hygiene and personal needs. Their health is promoted because meals are healthy and nutritious. Children are very adept at recognising their needs. They help themselves to water from the cooler and jugs during the day to quench their thirst. However, highly skilled children are not given the opportunity to continue these skills at lunch time to extend their further independence. The environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they learn to use stairs, holding onto handrails. Staff are vigilant in supervising children as they stand at the top and bottom of the stairs to further maintain their safety.

Children's well-being is addressed well and parents are provided with clear detail on staff

practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally indoors and outside and they confidently tell staff where they prefer to play.

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

Children are cared for by qualified and experienced staff. Most have attended training in safeguarding and are aware of their responsibilities to protect children from abuse and neglect. They are secure in their knowledge of the reporting procedures, including those for concerns, which they have regarding any adult caring for children. Parents are aware of the safeguarding policy and the Leicestershire Safeguarding Children Board procedures are accessible to them.

Comprehensive policies and procedures work highly effectively in line with current legislation. Consequently, children's health and safety is protected well. Staff are fully aware of their responsibilities with regard to supervising the children in their care because they are deployed effectively to maintain extremely safe levels of care both indoors and outside. Children are never left unsupervised with a person, who has not been vetted. Procedures for recruitment, selection and induction are excellent. Robust vetting procedures are established and staff are required to declare any issues, which may affect their ongoing suitability at six monthly intervals. Processes for staff supervision, performance management, training and ongoing professional development are highly successful in maintaining the exceptional level of care provided. The educational programmes are successfully monitored, in order to ensure children's care and learning needs are addressed well. Staff ensure that all children make as much progress as they can in relation to their starting points. Excellent resources, books and toys are used effectively to meet children's needs at their different stages of development.

The partnership with parents is robust ensuring that staff work effectively to meet children's different needs. In discussion with individual parents, they feel that they can approach staff at anytime and acknowledge their involvement, speaking exceptionally highly about the committed, professional and caring attributes of the managers and staff. The nursery works effectively with others, such as health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with special needs and/or disabilities. The nursery strives for quality through systematic and inclusive self-evaluation. The views of children, parents and staff serve to identify strengths and drive improvement.

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	EY454436
Local authority	Leicestershire
Inspection number	892446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	130
Name of provider	SCL Nurseries Limited
Date of previous inspection	not applicable
Telephone number	01530814051

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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.

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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