

The Marmalade Cat Day Nursery

Old School House, Gammel Terrace, TRING, Hertfordshire, HP23 4JH

Inspection date

20/11/2013

Previous inspection date

17/11/2011

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

- The nursery builds close links with parents who feed into children's development records by sharing their own observations. This ensures that children experience continuity in their learning.
- Staff have a good knowledge about children's development and use this to plan activities that challenge and interest them, such as, using light boxes to examine insects.
- Children are settled and secure because staff undertake home visits to form close relationships with families, this helps them to move into the nursery smoothly.
- The staff have a good understanding about safeguarding and are able to explain how they would report concerns and follow procedures to keep children safe.

It is not yet outstanding because

- The premises are sometimes cold, particularly in the morning, in the baby room, which results in children not feeling totally comfortable.

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.

Inspection activities

- The inspector observed activities in all rooms where children play.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, safeguarding procedures and self-evaluation.

Inspector

Hayley Marshall

Full report

Information about the setting

The Marmalade Cat Day Nursery, formerly known as Monkey Puzzle Day Nursery, was registered in 2011 on the Early Years Register. It operates from a converted school building in Tring, Hertfordshire. The nursery is accessible to all children and there is an enclosed outdoor play area.

The nursery is in receipt of funding for the provision of free early education for children aged two-, three- and four-years-old. It is open each weekday for 51 weeks of the year and sessions are from 7.30am to 6.30pm. Children may attend for a variety of sessions. There are currently 52 children attending. The setting serves a wide catchment area.

The setting employs nine members of childcare staff. Two staff, including the manager, hold an appropriate level 4 qualification, four staff have a relevant qualification at level 3 and one member of staff holds a level 2 qualification. The owner has achieved Early Years Professional Status.

What the setting needs to do to improve further

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

- monitor the temperature in the nursery, especially in the morning, to ensure that it is consistently at a comfortable level for very young children.

Inspection judgements

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

Staff steer children's learning through engaging activities that interest and excite them. In the baby room, children begin to learn about cause and effect as they watch what happens when they roll cars down a slope. They retrieve these and repeat the activity again as they understand the control they have over the cars. Children in the pre-school room take delight in studying the features of insects in plastic casing using a light box. They begin to test out their developing mathematical knowledge as they make comparisons between the insects and casing. They identify features, such as, the height of the case and the amount of legs insects have and identify the similarities and differences. Staff teach children to examine figures closely and talk about what they observe. This helps children to develop observational skills and apply their knowledge. This prepares children well for school as they become curious and keen to learn. All children have a wide range of opportunities to develop their physical skills. Babies crawl over foam bridges and toddlers crawl through tunnels and climb steps as they increase coordination and control of their larger muscles. Older children use play dough and cutters to develop the strength

in their fingers. All children use their developing skills to use crayons and writing materials to draw, write and create using their imagination. In the toddler room young children are eager to play with painting activities and role play with dolls, using their creative and imaginative skills.

Staff teach children to develop speech through modelling language and talking with them in meaningful ways. Staff ask children in the pre-school room open-ended questions and encourage them to talk about their ideas and things that are important to them. Babies learn that their early attempts at talking are of value because staff copy the sounds they make and respond when they babble. This increases their confidence in communicating and as a result, they grasp language quickly. Staff identify when children do not develop speech as they expect and seek additional support. They develop plans for support and work closely with parents, setting small targets. This helps children to make good progress and close gaps in their learning.

The nursery uses a computer system to record observations, track and monitor children's progress. Parents like this system as they access regular updates about children's learning using their mobile phones and computers. Staff include regular information and photographs about what children are learning and set clear next steps for learning, which parents can follow at home. Parents readily share information from home, including observations about children's achievements and family photographs. Staff use these to build upon what children already know and to form an accurate picture of what children can do. The staff make efforts to work with local schools and other providers who care for children to share information. This helps to ensure that all children experience continuity and complementary programmes for learning, which offer them challenge and help them to make good progress.

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

Children feel secure at the nursery because of the close relationships staff build with their families. Staff carry out home visits to help find out about children's interest, routines and starting points before they start at the nursery. Staff talk with parents and children become familiar with those who will be caring for them. By the time they start at the nursery they recognise their key person and feel content in their care. Children settle well and are affectionate with staff. Staff prepare them for moves within the nursery as they have settling-in visits into the next room where they will move into. They talk to children about going to school after the nursery. Some children wear their uniform and staff explain this is because they are going to big school. This makes older children feel grown up and prepares them for the change in their daily routine. In the baby room, staff cuddle up with children offering them reassurance and comfort when they become tired. At times, the nursery is cold because the high ceiling makes it difficult to heat. Babies who are less mobile become cold and snuggle into staff. They show some reluctance at first to play, until they warm up.

Children understand about how to behave well because staff give them clear boundaries and talk to them about being kind and sharing. Staff manage children's behaviour well.

For example, when very young children go through a phase of biting they distract them and provide sensory toys, which are safe for children to bite and explore with their mouths. Toys and equipment are generally within easy reach for children who can make choices about what they want to play with. Staff support children to develop their understanding of keeping safe by encouraging them to use tools, such as scissors safely. Children get along well with each other because staff help them to understand about feelings and talk about emotions. Together they share toys and take turns as they learn about social play. Children follow their own routines as staff talk with parents about what time children sleep and ensure that snack and meal times are at a suitable time for children who have an early start. Staff help children to understand the importance of physical exercise as this is part of their daily routine.

Children in the pre-school room begin to develop independent skills as they choose what they would like to eat and serve themselves. This helps them to begin to understand and respond to their own needs for nourishment. Children play in garden and enjoy regular activity as part of their routine. Older children wash their hands by themselves and children in the toddler room enjoy going with staff to the bathroom to wash their hands before eating. This helps children to understand about good hygiene practices. Staff maintain a clean environment for children and are attentive in wiping children's noses to help prevent the spread of infection.

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

The inspection was brought forward after a concern was raised by a parent about incidents of children biting. The inspection found that the incidents did happen but staff have taken suitable action. They have reviewed their policies and procedures and researched specific information in relation to the concern. Staff supervision meets safe legal requirements and staff have relevant qualifications and experience. Staff record any accidents meticulously and share this with parents on the day of the occurrence. Regular risk assessments help to monitor the environment where children play and the activities they play with. All staff have a good understanding about how to keep children safe because they know and understand the policies and procedures that underpin their practice. Staff lock their mobile phones in the staff room, away from children, to minimise any possible risk to their welfare. Senior staff undertake regular training to maintain an up-to-date awareness of safeguarding issues. When new staff start at the nursery the management put into place thorough programmes for their induction. This involves undertaking references and ensuring that staff have the required checks to confirm their suitability to work with children.

Staff use their knowledge of children's development and learning to monitor children's progress and assess the effectiveness of teaching. Staff supervision is effective in identifying training needs for the benefit of children. The nursery puts into place a programme to support children's development of phonics, in line with the teaching they will experience when they move into school. The staff use their observations of children's learning to plan activities that feed into their interests. Staff discuss the progress check at

age two with parents and other providers. This ensures that the information staff record reflects the true ability of the children and is a useful document for parents to measure children's progress. Staff seek to extend their knowledge through training and increasing their qualifications. They use their learning to develop the provision for children and increase the quality. Recommendations from the previous inspection have been successfully addressed and there are ambitious plans for improvement. The owner and manager recognise and build upon the strengths of the nursery. There are action plans in place for developing the areas where children play, under the restrictions the listed building imposes. The owner develops plans to overcome the challenges they face to further increase the quality of care the nursery provides for children. This demonstrates the positive attitude the nursery has to ongoing improvement.

Staff develop relationships with other professionals. They utilise the resources available at the local children's centre and signpost parents to it for further support. Staff gain the opinion and advice of the local Inclusion Officer to support children who may need extra support. Teachers from local schools attend the nursery to read to children and discuss their progress with key people. This helps children to experience continuity. Parents are highly complimentary about the nursery staff and the good care they provide for children.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY420405 |
| Local authority | Hertfordshire |
| Inspection number | 943465 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 40 |
| Number of children on roll | 52 |
| Name of provider | Mary Katherine Gabriel |
| Date of previous inspection | 17/11/2011 |
| Telephone number | 01442 822 255 |

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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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