

# Marigold Day Nursery

Marigold Day Nursery Ltd, 1 Milner Cop, WIRRAL, Merseyside, CH60 5RJ

<b>Inspection date</b>	26/02/2014
Previous inspection date	27/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 is exceptionally good at working with other agencies and services to ensure that children with specific learning and/or complex health needs receive first-class support. The effectiveness of the coordination of such services means that children's needs are extremely well-met and they participate in all aspects of the nursery day.
- Teaching is good across the nursery and staff monitor children's progress effectively. They plan imaginatively and with thought to provide a full and relevant learning experience so all children make good progress in their learning.
- Children are protected from harm because staff at all levels fully understand the safeguarding policies well. The premises are well-maintained and staff follow the procedures for promoting the children's safety with rigour and consistency.
- Strong bonds between the staff and the children have been formed. Children are confident and secure in their company, which allows them to engage in play and daily routines in a purposeful way.

### It is not yet outstanding because

- The ways for the preschool children to use a wider range of information and communication technology in problem solving situations has not been fully explored.
- There is scope to enhance the already good range of outdoor equipment to allow toddlers to develop further their emerging climbing and balancing 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
- 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

- Prior to the inspection, the inspector viewed the information about the provider and any information held by Ofsted. The inspector also took account of the views of children and some of their parents spoken to during the inspection.
- The inspector observed activities in the four playrooms, the outside learning environment and viewed equipment being used on the day of the inspection.
- The inspector held meetings with one of the directors of the company, the nursery general manager, and the two assistant managers. He also held discussions with several of the remaining members of staff.
- The inspector undertook a joint observation with one of the assistant managers of staff and children aged under two years playing in the outdoor play environment.
- During the inspection, the inspector discussed with staff the arrangements for self-evaluation. He discussed the procedures for dealing with complaints, safeguarding children and risk assessments. He viewed the evidence held regarding adults' qualifications, references of suitability and details of their Disclosure and Barring Service checks.
- The inspector viewed the regulatory records regarding the information required to be held about a child before they are cared for and the children's assessment and planning records.

**Inspector**  
Frank Kelly

## Full report

### Information about the setting

Marigold Day Nursery registered in 1997 and is run by a limited company. It operates from premises situated in Heswall, Wirral. The nursery serves the immediate locality and also the surrounding areas. It opens Monday to Friday from 7.30am to 6pm, 51 weeks of the year. Children attend for a variety of sessions. Children are cared for in four rooms within two buildings and they have access to three enclosed outdoor play areas. Access to the first floor is via a staircase. All other areas are fully accessible and the setting has assisted toilet facilities.

There are currently 90 children in the early years age range attending. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities. It also cares for some children who speak English as an additional language. There are currently 21 staff working directly with the children, all of whom have appropriate early years qualifications. Of these, two staff hold Early Years Professional Status and three have an early years foundation degree. Another 11 staff have qualifications at level 3 and two staff have qualifications at level 2. The nursery receives support from the local authority and is a member of National Day Nurseries Association. It 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:

- explore additional ways to use the good range of information and communication technology equipment available: consider how children can explore the ways that the equipment works and how to use it safely; use such activities to further enhance the children's problem solving and critical thinking, for example, by using the metal detector as part of a treasure hunt
- extend the very good opportunities already available within the outdoor play area by increasing the range of nursery play climbing equipment, to allow the more capable toddlers to develop confidence in their coordination and balance when climbing and using steps.

## Inspection judgements

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

Staff have a well-informed knowledge about how children learn. The good quality of teaching is underpinned by the effectively organised and thoughtfully resourced

playrooms. Children's learning is carefully enticed in a series of ways that allows the children to extend their learning and skills across the seven areas of learning. Staff introduce new experiences and then create play activities for children to revisit and explore their ideas and emerging skills, such as mathematical and early writing skills. For example, in the preschool room children visit a local supermarket. On their return staff create a shop in the role play area. Children act out their experiences as they serve and purchase goods and use the play till. To extend this further staff add activities linked to seasonal or cultural events to help children take their next steps in their learning. In this instance, they plan adult-led activities to encourage children to create a shopping list of the ingredients they will need to make pancakes with. This allows children to develop their literacy in practical situations as they 'write' for a purpose and gain an understanding about print carrying meaning, which supports their early reading. Age and developmentally appropriate equipment allows the children to make personal choices and play with what they are interested in. Additional interesting items are used to encourage children to extend their skills and consolidate life skills, such as dressing themselves. For example, wooden 'dressing' frames with attached pieces of cloth; allow children to practise threading buttons or connecting popper press studs.

Children's learning is underpinned by accurate and regular assessment. Parents are engaged to share key information about children's current abilities, knowledge and skills when they first start. Staff undertake regular observations and following a short period of time after children have settled, they create a summary. This provides a baseline for children's starting points and informs staff for when they plan for children's future learning. Ongoing assessment and planning takes place and this information is shared with parents in a variety of ways. This includes parent and key person meetings, daily or weekly update records and conversations at arrival and collection times. Information about the activity planning is also displayed and parents are made aware of current themes as they are invited to contribute items to enhance the children's play, such as recycled cartons and packages for the 'shop'. Staff are looking at ways to encourage all parents to be further involved in their children's planning. There are extremely effective and rapid responses undertaken by the management and staff to engage and support parents to seek and work in effective partnerships with any other relevant professionals or services for children with identified or emerging needs. There is a focus and emphasis on ensuring that children receive the support they need to ensure that they have the fullest possible nursery experience based on their needs and that narrowing of gaps in children's learning is a priority. This is to enable children to make the best progress and prepare them for the next stages in their life. For children aged two a progress check is completed and a similar summary is created for children as they reach aged three and four as part of the ways the staffs monitor children's ongoing progress. It also continues to strengthen their approach to early intervention and the ways they monitor and plan for children's progress.

Children are eager learners and explorers of their world. For example, babies explore the texture of flour and staff enhance the experience by placing favourite toys, such as animals in the tray. By using children's favourite's they can capture children's initial interest and use their interactions to build on other aspects of development. For example, they encourage the child with an interest in the lion to make a 'roar' noise. In the toddler room they delight as they build towers with blocks. Staff encourage their social development and introduce counting. Children throughout the nursery enjoy stories and

as they get older staff use a variety of techniques to extend children's concentration and develop their communication and language. For example, babies and toddlers join in the actions and some of the words to songs. Children aged two hold puppets and other props as part of the story about a caterpillar. They also have opportunities to count the different pieces of food eaten. Routines, such as mealtimes encourage the older children's counting and calculation and children of all ages enjoy using chalks and other tools to make marks with and develop their pencil grip and early writing skills. Toddlers outdoors enjoy exploring large activity centres and babies have access to equipment that stimulates their curiosity and exploratory nature as they press buttons and lift flaps. Children have a good range of equipment that represents technology in their world and preschool children have access to programmable toys as well as a computer. However, staff have not fully explored the use of equipment in the outdoor environment to extend the older children's problem solving and critical thinking skills to their full potential. This includes, using a metal detector to locate 'lost' items, such as keys on a treasure hunt and when on outings, using the digital cameras to take pictures along the route and on return, printing them and then inviting children to sequence them. Nevertheless the staff foster children's skills well across nursery which is providing them with experiences that build their confidence and life skills. As a result, children are well- prepared for the next stages in their life, such as being prepared for school.

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

All legally required information is obtained before children start their settling-in visits and during this period staff complete additional relevant information to enable them to support children to settle and follow their currently established routines. Consequently, children throughout the nursery form good attachments to their key person and demonstrate a sense of security in their environment. Staff ensure they have access to familiar comforters, such as a favourite toy which means children are reassured. They are keen to explore the playroom as they know staff are close by so they can regularly 'check in' for a cuddle or contact before exploring further. This demonstrates the youngest children's developing resilience and confidence within their world. Staff take time in a busy day to attend to children's emotional needs as they arise. For example, after being dropped off and happily saying goodbye to their parent a two-year-old child unexpectedly sees their parent leave after talking with other adults in the corridor. Staff cuddle the child and share a book to settle and reassure them. In addition, the management have established some excellent procedures when preparing to support children with specific and complex health needs. Thorough exploration of the child's needs is undertaken through the detailed engagement of parents and other relevant professionals and services. Comprehensive care plans, routines and risk assessments are in place to support the children and provide clear and specific courses of actions to be taken in the event of the children become ill. Key staff have a range of training and swift action is taken should the children show any signs of being unwell. Parents spoke of their complete trust in the staffs professionalism and their sensitivity. They feel staff have supported them fully to overcome any anxieties so that they can allow their children to attend and participate in as full and active part of nursery life as possible. Staff maintain regular sharing of information and are adept at responding to parents concerns. They take positive action to support them to support their child's life events. For example, to help prepare children for a forthcoming operation staff

introduced stories about visiting a hospital and created a role play hospital. They gently supported children to explore and become familiar with bandages and dressings as they played and 'treated their patients'. The setting is very clean and staff follow appropriate procedures for attending to children's personal care. Procedures for administering medication follow recommended guidance and well documented records are maintained.

Children are developing healthy lifestyles through their daily routines and well-planned activities. The nursery has a continuing programme for the development of a more sustainable and healthy programme which aims to fully include the children. For example, following the success of a well-organised allotment which the site manager takes responsibility for, a wide range of vegetables and soft fruits were grown and used within the menu planning. Children's enthusiasm for such projects has led to the development of a new children's allotment at the front of the nursery. Children in preschool have been fully involved in all aspects including the use of tools to erect fences and raised beds, filling the beds with compost and the laying of gravel on the pathways. Not only is this helping children reinforce their learning about foods and the impact it has on their bodies, it provides valuable life lessons about keeping themselves safe. For example, one child's learning record shows that following making the fence she informed staff that there is a need to wear gloves or you might hurt your hands. This demonstrates the children are gaining an understanding of their world in a secure context and using their existing knowledge and previous experiences. Children enjoy daily opportunities to be physical through music and movement activities indoors and a chance to be outdoors where they can run around. Staff ensure there is good challenge and a suitable range of resources that allow children to do things differently or on a bigger scale, for example, building with blocks of different sizes. Tentative walkers have access to walker toys which allow them to move independently and supports their muscle development, core body strength and balance. Toddlers are encouraged to practise their developing balance as they weave between the trees on uneven surfaces. However, there is less to encourage them to explore or develop climbing skills and balance in a more challenging way. However, staff encourage children's social skills and coordination as they encourage them to serve themselves at meal and snack times. They encourage children to count how many spoonful's of cous-cous and bolognaise sauce as they place it on their plates. The children enjoy a wide range of foods, freshly prepared by the cook. Meals served provide them with interesting tastes, textures and encourage healthy eating habits. For those children less adventurous or who do not like what is served, an alternative is provided. The cook also takes into consideration specific dietary needs, such as making cakes that do not contain eggs.

Mealtimes and games are also used as ways for children to develop their awareness of sharing and meeting the needs of others. Staff praise children when they wait and if they help each other, such as passing a spoon or a plate. Staff use different methods to help children work together for the good of the whole group. For example, if children in a group have listened and have worked well they are invited to select a marble to place into a large jar. When the contents reach the half way level the children are invited to decide what they would like to do as a special treat or event, such as an outing. Children decide upon what they will do. As a result, children are well-behaved and developing good social and self-help skills. Close working partnerships have been established with local schools who provide shared care. Staff in the preschool are well prepared in their arrangements

for supporting children for their move onto school. This includes photographs and other information about the local schools, which they share and talk about with the children in the run up to their leaving nursery.

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

The nursery is effectively organised with a well-established management and staff team who demonstrate a good understanding of the requirements of the Early Years Foundation Stage. Children are safeguarded as all staff including those who do not have direct childcare responsibilities, hold a Disclosure and Barring Service check or the equivalent. The procedures for the reporting of child protection and safeguarding concerns are fully understood at all levels. This is because good information about who and how to report any concerns are displayed throughout the nursery. The procedures in place are fully reflective of the Local Safeguarding Childrens Board requirements. Revisiting the safeguarding procedures and any updates are part of a permanent agenda item at every team meeting. Risk assessment has been conducted and staff complement this by undertaking regular daily checks and updates before children arrive and throughout the day. The premises are very clean and well-maintained and security is effectively monitored by staff. Keycode pads on doors enable staff to move freely but prevents uninvited visitors gaining access into the nursery or children leaving unsupervised. Children are gaining good skills which are evident in the ways they support their own safety, for example, holding the handrails on the stairway without being prompted by adults. A high number of the staff team have completed up-to-date first aid training.

The staff team has a wide range of experience and professional qualifications which is reflected in the good quality learning environment and their enthusiasm in the way they interact with the children. Consequently, children of all ages are supported effectively to make good progress in their development. Induction, supervisions and appraisals are well-focussed with managers providing greater or lesser support depending on the individual staffs experience or needs. The management is keen to develop the provision. It seeks the views of others, such as the local authority early years team and invites ideas from parents as some of the ways it evaluates the service and plans for future improvement. Participation in local health initiatives, such as early years hygiene and dental health programmes builds on the quality of the day to day care for the children. The managers convey with enthusiasm their vision for the ongoing development of the service, such as the development of the gardening and growing areas. This demonstrates the management's desire to promote continuous improvement of the quality of the provision. All recommendations from the last inspection including those developing the planning and assessment for children's learning, self-evaluation and engaging parents as partners, have been met. The staff team has the relevant qualifications and deployment to ensure the differing ages of children and experience meets regulatory requirements.

A wealth of regulatory and complementary information is made available to parents through displays, leaflets and notices. This includes, handbooks, information about safety procedures, the staff team and how play activities promote the differing aspects of the children's learning. Information about other health initiatives and early years services



within in the community are also available within the entrance and reception areas. Large easy-wipe notice boards hold information about the menus and staff share additional information with parents when they are collected or through the daily or weekly information sheets. Photograph displays and digital photograph frames capture regular moments of the children's day. There is a suitable procedure for parents to raise and share any concerns they may have which the managers demonstrate they respond to. Parents commented on the positive experiences they feel the children receive and the way they are supported, in particular, the efficiency that staff display in coordinating services with other professionals and services. Those staff who take the lead responsibility for the coordination with other services and professionals do it very well. Consequently, the nursery is supporting fully the children with special educational needs and/or disabilities or have specific requirements, to enable them to make the best progress and not be disadvantaged so that gaps are closing and they are not left behind.

### **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	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

<b>Unique reference number</b>	306427
<b>Local authority</b>	Wirral
<b>Inspection number</b>	951455
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Kathleen Moore
<b>Date of previous inspection</b>	27/01/2010
<b>Telephone number</b>	0151 342 7709

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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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