

Marylands Private Nursery School



Bloomfield House, 86 Pope Lane, Penwortham, Preston, Lancashire, PR1 9DE

Inspection date

3 March 2015

Previous inspection date

13 May 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good and, at times, is very high. Staff have a very good understanding of the learning and development requirements of the Early Years Foundation Stage. As a result, children are developing the skills they require for the next stage in their learning.
- Staff effectively plan resources and activities that meet children's individual interests and that are freely accessible. As a result, children enjoy their time at nursery and they are self-motivated and show good independence skills.
- Children settle easily due to the close bonds and secure relationships established with the staff, and they are supported well in their play in a safe and secure environment.
- Staff support children to develop healthy lifestyles and strong physical skills. They have good opportunities to exercise vigorously in large spaces, such as outdoors in the fresh air, where they have fun in all weathers.
- Robust safeguarding policies and procedures are in place to ensure that children's welfare is protected. Children are kept safe and are supported well by the staff.

It is not yet outstanding because:

- The management team has introduced a new approach to observation and planning in one area of the nursery, as a result, there are currently variations in practice across the nursery that require monitoring.
- Staff do not always support children fully in their play and learning in order to promote their problem solving and critical thinking skills and to foster their curiosity and concentration.

What the setting needs to do to improve further

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

- monitor the impact on quality of teaching and learning experiences for all children, following the implementation of the new observation and planning system across the nursery, to ensure that children's already good progress is maintained
- give children more time and freedom to lead their own play and to respond to questions, extending further the opportunities to think critically, predict and sustain their focus to improve their learning further.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held meetings with the provider, manager and deputy manager at appropriate times throughout the day.
- The inspector took account of the views of parents spoken to on the day.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

Inspector

Cath Palser

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff know the children very well and plan a good range of educational programmes that engage and motivate children. For example, older children listen attentively to a story. They make predictions and talk with excitement and confidence about their own experiences, and they think about words beginning with specific letters. As a result, children make good progress with their language and early literacy skills to help them to be ready for school. Younger children develop a real interest and curiosity in a range of good quality resources and activities in the sensory room. However, on occasion, children's learning is interrupted and staff do not always give children time to carry out their own ideas and to think and respond to the questions that staff ask them. Parents say they are happy with the information shared with them and with the progress that children make.

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

The environment is well managed and resourced, and provides children with plenty of opportunities to explore and investigate independently. Effective key-person systems are in place, which encourage parents to share ongoing information to meet children's care needs and routines. As a result children's physical and emotional well-being is met well. Staff provide a positive focus on children's health and safety through good daily routines, risks being assessed and the staff knowledge of child protection. They include children in managing behavioural expectations and effectively support their growing understanding of how to keep themselves safe and enjoy healthy lifestyles. Children's emotional well-being is promoted well and, subsequently, they have a strong sense of belonging. As a result, children are happy, make new friends easily and settle well.

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

The management have a good understanding of the requirements of the Early Years Foundation Stage. There is a programme of ongoing supervision, training and professional development provided to the staff. Most of the staff hold a qualification of at least a level 3, and this enables them to understand how children learn. For example, staff have introduced effective strategies to enrich children's mathematical learning experiences and shared ideas for activities for parents to use with children at home. Staff establish good relationships with schools to share information and promote continuity in children's care and learning. The management evaluates the quality of practice and sets priorities to improve, regularly seeking the views of children, parents and staff. The management has begun to implement a new, effective system in the pre-school room to improve observation and assessment. This is more precise and sharply focused on children's needs, enabling staff to accurately identify and plan for children's next steps in learning. However, this is not being consistently used throughout the nursery, and the impact this new system will have on the already good progress all of the children attending the nursery make is yet to be established.

Setting details

Unique reference number	EY309455
Local authority	Lancashire
Inspection number	848979
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	102
Number of children on roll	144
Name of provider	Joelily LLP
Date of previous inspection	13 May 2009
Telephone number	01772 748157

Marylands Private Nursery School was registered in 1979. The nursery school employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2, including five with Early Years Professional status or Qualified Teacher Status, three who hold a qualification at level 5, three who hold a qualification at level 4 and seven who hold a qualification at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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