

Marsh Lane Day Nursery

64 Marsh Lane, Yeovil, Somerset, BA21 3BX



Inspection date

17 March 2015

Previous inspection date

28 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff provide consistently good quality teaching, moving children's learning on to challenge them further. As a result, children have firm foundations in their key areas of development, which prepares them well for their next stage of learning.
- Children become creative, independent learners because staff provide an environment that enables them to use a wide range of resources. This sparks their imaginations and motivates their learning, so that they become engrossed and excited as they play.
- The strong management team provide effective role models. They lead by example and use regular staff observation and supervision to identify any staff development needs to benefit the children. For example, staff now look at the environment from a child's perspective to ensure it is safe and enables them to learn.
- Staff give children's physical and emotional development high priority. They teach children good practices to keep themselves safe and healthy. This promotes children's well-being effectively.
- Children benefit from a fully qualified staff team who understand their responsibilities. Good induction procedures and ongoing training ensure staff know how to safeguard children and protect them from risk of harm.

It is not yet outstanding because:

- Staff sometimes give children solutions to problems too quickly, which does not always enable children to think of their own ideas or ways of completing a task.
- Staff do not always inform parents of children's next stages so they can fully support learning at home.

What the setting needs to do to improve further

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

- give children more time to think about how they can solve problems and accomplish tasks in their own way
- review the frequency of sharing information with parents about their children's next stages of development, to support learning at home fully.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector checked safeguarding information and the premises.
- The inspector talked to staff, children and parents present on the day of the inspection.
- The inspector held a meeting with the manager and deputy, and carried out a joint observation with the manager.
- The inspector sampled documentation, including policies and procedures, information for parents, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

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

Staff plan well because they observe children's development and identify how to challenge them further. Consequently, all children make good progress. Staff encourage children to initiate their learning and play. For example, older children decided to have a party and used card and colour pens to make their own invitations. As a result, children develop a good understanding of the purpose of writing. They also give and follow instructions, learn about time and practise a range of physical skills. Staff join in with children's games and help them develop good imaginations and become creative in their learning. For example, children recalled a favourite story staff had read to them earlier. Staff encouraged them to act out the roles and add their own interpretations. However, they sometimes tell children what to use as props and do not always give them sufficient time to think of solutions to problems for themselves.

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

Children settle quickly and are happy because they have a key person who knows them well and meets their individual needs effectively. Babies form secure emotional attachments and staff work closely with their parents to be consistent in their care routines. Older children develop strong self-esteem as they hang their picture up to show they are proud of their achievements. Staff engage children well in learning through daily routines. For example, older children used a range of tools as they buttered their bread, cut the fruit and poured their drinks at snack time. Toddlers recognise their belongings as they get their shoes and coats. In addition, under supervision, they learn to climb up and down the stairs, holding onto the rail for their safety.

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

The manager knows how to monitor children's development well to ensure their good progress. Effective self-evaluation identifies key areas of weakness to address. The management team have re-organised the premises to enable the older children to have improved access to the outdoor environment. This was a recommendation at their last inspection and enables children to extend their ideas outdoors and learn in their preferred way. Room leaders take responsibility for reviewing and reflecting on their practice and the activities they plan. This ensures they improve outcomes to meet the children's individual needs. Staff have good links with outside agencies to provide additional support to narrow gaps in children's learning. Parents receive good information on the progress their children make and regularly see development records. However, staff do not always inform parents of their child's next stages of learning when they update them. This means parents do not always have the most current information to support learning further at home.

Setting details

Unique reference number	142873
Local authority	Somerset
Inspection number	846594
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	34
Number of children on roll	77
Name of provider	Marsh Lane Day Nursery Ltd
Date of previous inspection	28 February 2011
Telephone number	01935 410563

Marsh Lane Day Nursery opened in 1995. It is under private ownership and operates from a converted house, located on the outskirts of Yeovil, Somerset. The nursery is open each weekday from 8am to 6pm throughout the year, except public holidays. There are 18 members of staff. The manager holds Early Years Professional Status and the deputy has an early years qualification at foundation degree level. There are 15 members of staff qualified in early years to level 3. They are supported by a cook who also holds an early years qualification at level 2.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

