

Marigold Nursery

27 Rotton Park Road, Edgbaston, Birmingham, West Midlands, B16 9JH



Inspection date

9 April 2015

Previous inspection date

14 April 2010

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		Outstanding	1
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

- Children learn what is expected of them and are highly disciplined in their play. Children form close friendships and spontaneously support others during activities. The nurturing key-person system motivates children to develop high levels of confidence, resulting in a considerable sense of belonging in the nursery.
- The designated lead person for child protection ensures staff regularly receive updates about changes in safeguarding procedures. She consistently monitors staff's knowledge and understanding of how to keep children safe.
- The special educational needs coordinator works closely with outside agencies to identify at an early stage where children need extra support. Staff have detailed discussions with parents about how to support children who speak English as an additional language. Therefore, these children receive tailored support to meet their individual needs.
- Staff effectively adapt activities to meet the individual needs of children. For instance, staff provide many learning experiences, such as messy play in the covered area next to a care room. Staff are knowledgeable and competently provide learning opportunities for boys who enjoy activities outdoors.
- Successful partnerships with parents are maintained due to constant communication and a shared understanding of how to support children's learning. Parents are extremely pleased with the home-from-home environment and the progress children make in the nursery.

It is not yet outstanding because:

- Staff occasionally miss opportunities to extend children's speaking skills by allowing sufficient time for them to respond to questions.
- The system for monitoring teaching is an early stage and not yet fully established to provide opportunities for staff to review this aspect of their practice.

What the setting needs to do to improve further

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

- sharpen the focus during activities for children to extend their speaking skills and allow sufficient time for responses so that children make connections to explain what they know
- extend the monitoring in the nursery to include staff's practice so that there is a shared understanding of the good quality of teaching and staff can enhance their skills even further.

Inspection activities

- The inspector had a tour of the premises with the manager.
- The inspector observed teaching and learning activities in the indoor and outdoor environments.
- The inspector looked at a sample of policies, children's assessment records, planning documentation and the nursery's parents' survey.
- The inspector carried out a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the setting's self-evaluation form.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

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

Staff effectively use their experience and skills to plan stimulating activities across all areas of learning. Through observations of children's play, staff know how to cater for all learning styles during activities. They extend children's experiences through a series of related activities that provide enjoyment and fully engage their attention. There is a strong emphasis on promoting children's language and speaking skills across the nursery. Staff in the toddlers' room enthusiastically model singing with the creative use of finger puppets. Staff listen carefully as pre-school children recall what they know at story time. For instance, they explain why sharing is important. However, some staff do not always allow sufficient time for children to respond to questions and to demonstrate their understanding of what is said. Staff make systematic assessments of children's achievements. They effectively plan for the next steps in learning, so that children make good progress in their development.

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

Children are cared for in an extremely inviting environment, in which their well-being is abundantly promoted. Children experience significant levels of challenge to develop their physical skills. They learn about growth cycles by planting vegetables and fruit. Mealtimes are social occasions when staff successfully motivate children to eat healthily and to develop life skills, such as cutting food into small portions. Mirrors are strategically placed in rooms, resulting in children developing exceptional self-awareness. Toddlers recognise their self-image and older children learn to check their appearance when they independently wash their faces. Staff make extensive preparations for children's transfer to local schools. They proactively develop relationships, ensuring visits are exchanged between schools and the nursery. Staff innovatively use a wide variety of role-play activities to help children develop an in-depth understanding of what to expect when they start school. Parents are extremely pleased that children have opportunities to develop their early writing skills and number and letter recognition skills. The provider and staff create an inclusive, child-centred environment, demonstrating that children are immensely valued.

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

Managers have a good understanding of the requirements of the Early Years Foundation Stage. They confidently trial different approaches to planning and consistently review the assessments, ensuring these accurately reflect children's learning. Staff undertake regular training to enhance their skills, such as preparing and serving meals. This means procedures are safe and effective. High levels of qualifications underpin the good-quality teaching across the nursery. Managers have laid the foundation for the monitoring of staff's practice but this is not yet fully developed. Self-evaluation is robust and all recommendations from the last inspection have been met with positive results for children's learning and care.

Setting details

Unique reference number	227217
Local authority	Birmingham
Inspection number	864396
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	18
Name of provider	Margaret Higgs
Date of previous inspection	14 April 2010
Telephone number	0121 455 8835

Marigold Nursery was registered in 1990. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 6, 3 or 2, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. 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 children with special educational needs and/or disabilities. The nursery has close links with the local children's centre.

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