

Marshmallows Day Nursery

Lower Marsh House, Marsh House Lane, Darwen, Lancashire, BB3 3JB



Inspection date

26 August 2016

Previous inspection date

18 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children thoroughly enjoy exploring the stimulating indoor and outdoor play areas, and the extensive range of good quality play resources. They make independent choices and follow their own interests in their play and learning.
- Parents are very satisfied with the high-quality care their children receive. They receive regular updates about their children's learning and development. Staff work closely with parents to help them support children's learning at home.
- Partnership working is very effective. Staff work well with the local schools to support children with their transitions. Teachers are invited to visit the nursery to meet the children who are ready to move on to school.
- Staff are well qualified and have a good understanding of how children learn and develop. Overall, they plan stimulating activities that engage and motivate children to learn. Children make good progress from their individual starting points.
- Staff are kind and caring. They are good role models and help children to listen and show kindness towards each other. Children demonstrate that they feel safe and secure. For example, they confidently interact with visitors to the nursery.

It is not yet outstanding because:

- Occasionally, assessments of children's learning particularly in the toddler room, are not yet rigorous and sharply focused.
- The professional development of staff does not yet focus strongly enough on raising the quality of staff practice to an outstanding level.

What the setting needs to do to improve further

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

- enhance the good systems for assessing children's learning further to ensure that all information from observations is used to meticulously and precisely identify when children need extra help at the earliest of opportunities
- develop the current programme of continuous professional development to ensure that staff are provided with further opportunities to enhance their teaching and extend their knowledge and skills to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. A wealth of policies and procedures is implemented that helps to keep children safe from harm. Staff have a good awareness of how to identify and report concerns regarding the welfare of a child. Robust risk assessment procedures help to ensure that staff are vigilant about any potential hazards so they can minimise these appropriately. The manager has an accurate understanding of the quality of the provision. She considers the views of staff, parents and children when deciding how to further develop the nursery and improve the outcomes for children. Regular supervision supports all staff to understand their roles and responsibilities and help improve their skills. New monitoring systems are generally used well to help identify where individual and groups of children require extra help.

Quality of teaching, learning and assessment is good

Staff support children's communication and language skills very well. For example, they model words that help extend children's understanding and vocabulary. Older children learn new words, such as beetle, to describe model insects found in a tray full of oats. They use magnifying glasses to explore the creature more closely and children describe its characteristics. Staff help children to develop their play and extend their thinking through well-timed questions and prompts. Children's exploration and investigation skills are supported well. For example, older children thoroughly relish using torches in a darkened room. Babies delight in feeling and investigating the texture of baked beans and spaghetti in a tray. Toddlers enjoy learning about the world around them. They use sticks and leaves they have collected to make pretend food in the mud kitchen. Staff sensitively follow children's individual interests and are highly attentive and supportive.

Personal development, behaviour and welfare are good

Children and staff have good relationships. Babies are happy, settled and have close emotional attachments to staff. Children behave well, use good manners, share and take turns. Healthy lifestyles are promoted well. Children enjoy freshly prepared, home-made meals. They manage their self-care skills well. For example, all children are encouraged to wash their own hands before they eat and brush their teeth after lunch. Children learn about their similarities and differences. For example, they have discussions about this when reading books. Children use mirrors to identify what colour their eyes and hair are, and compare their findings to the features of staff.

Outcomes for children are good

Children display high levels of motivation and are enthusiastic about learning. Babies enjoy being physical. For example, they climb appropriate apparatus and are encouraged to manage small, age-appropriate risks safely. Older children participate animatedly in favourite stories. They join in with the words and actions and pretend to stomp, swirl and splash on a bear hunt outside. Toddlers investigate how much water they can fit into containers. They talk about how much more water is needed to fill them to the top. Children of all ages make good progress, including those who receive funding. They are ready for the next stage in their learning.

Setting details

Unique reference number	EY232878
Local authority	Blackburn
Inspection number	1059630
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	61
Number of children on roll	62
Name of registered person	Marshmallows Limited
Registered person unique reference number	RP910291
Date of previous inspection	18 December 2012
Telephone number	01254 873738

Marshmallows Day Nursery was registered in 2002. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2 to 6, including one with early years professional status. The nursery opens from Monday to Friday and 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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