

Marsh Lane Day Nursery Ltd

64 Marsh Lane, Yeovil, Somerset, BA21 3BX



Inspection date

24 April 2017

Previous inspection date

17 March 2015

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

- Staff are warm and sensitive to the needs of all children, supporting them to be emotionally secure. Children of all ages come in confidently and happily part from parents.
- There are good opportunities for children who enjoy learning outside and older children can freely access the garden throughout the day. Effective self-evaluation has helped the setting to make improvements to the garden. For example, children now have many different learning experiences across all areas of learning, overall. Their play is calmer and more purposeful as a result.
- The management team and staff know children extremely well. They are good role models who play alongside children and help them to learn.
- Parents speak highly of the setting, stating that it has a family feel. They feel supported and valued as a family and say they know all staff well due to the low staff turnover.

It is not yet outstanding because:

- The children do not have enough opportunities that help support their developing number skills.
- Staff do not fully provide opportunities for children to experience diversity and an awareness of differences in people.

What the setting needs to do to improve further

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

- extend opportunities for children to further develop their awareness of numbers
- provide more opportunities for children to learn about diversity and develop an awareness of people and their differences.

Inspection activities

- The inspector observed children and staff at play in all rooms of the nursery and outside.
- The inspector looked at a range of documentation, including staff records, policies and children's learning records.
- The inspector conducted a joint observation with the manager.
- The inspector spoke to parents to gather their views on the quality of the setting.
- The inspector spoke with a range of staff members, confirming their knowledge of child protection and planning for children.

Inspector

Joanne Neenan

Inspection findings

Effectiveness of the leadership and management is good

The manager has made effective changes to the way the setting shares information with parents. For example, they now use an interactive online system to record and share children's progress on which parents can also contribute learning from home. This system also allows managers and staff to monitor children's progress and close any emerging gaps in development. Safeguarding is effective. All staff have a secure knowledge of how to keep children safe. To improve the provision for children, staff are supervised well and skilfully feedback ideas gained from training. For example, after a recent course, staff now use music well to help support children in the development of rhythm and physical skills. The manager uses additional funding effectively. For example, to train all the staff in signing with children to support those who have limited language skills.

Quality of teaching, learning and assessment is good

Staff plan for children well based on their observations. They provide exciting and interesting activities that encourage children's curiosity. For example, babies play with paint that is under cling film. They push it around with their hands and with toys cars, mixing the paint and creating new colours. Children's communication and language skills are encouraged. Staff ask questions following a story, encouraging them to recall what they have heard and to talk about it. They also bring stories to life, with a staff member dressing up as a character from a book and children re-enacting the story with her. Children have opportunities to be physically active. For example, they have frequent access to different outdoor spaces where they can climb, garden and draw. They have opportunities to explore the wider community with trips to local farms, shops and fields.

Personal development, behaviour and welfare are good

The nursery supports children to understand and express their feelings and emotions successfully. For example, in the pre-school room the children can access pictures of different emotions to show their friends and talk about how they are feeling. An effective key-person system supports families to feel confident and valued and encourages smooth transitions, both into the setting and between rooms. Children's behaviour is good. They are calm and engaged in play, supported by interested, attentive staff, who offer praise and encouragement.

Outcomes for children are good

The children are learning to share and take turns and staff use good role modelling. Children make their own choices from a wide range of well-displayed resources, allowing them to be independent in their play. Older children serve themselves snack, free flow outside and meet their own personal hygiene needs with support. These skills will support them in the next stages in their learning, including school.

Setting details

Unique reference number	142873
Local authority	Somerset
Inspection number	1089637
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	34
Number of children on roll	81
Name of registered person	Marsh Lane Day Nursery Ltd
Registered person unique reference number	RP518056
Date of previous inspection	17 March 2015
Telephone number	01935 410563

Marsh Lane Day Nursery Ltd opened in 1995, in Yeovil, Somerset. It is open each weekday from 8am to 6pm throughout the year, except bank holidays. The manager holds early years professional status and the deputy has an early years qualification at foundation degree level.

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