

# Mallards Wood Daycare

157-159 St. Barnabas Road, Woodford Green, Essex, IG8 7DG



## Inspection date

9 May 2017

Previous inspection date

14 November 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently strong. Some adults do not recognise opportunities to support children's language and communication skills. This includes children who are learning English as an additional language.
- Adults in the baby room do not consistently make the most of learning opportunities as they arise during some routine times. For example, some adults do not routinely interact and enhance their relationships with babies during nappy change routines.
- On occasion, procedures to check the range of food options available to children at mealtimes are not robust enough.

### It has the following strengths

- Children are happy and eager to see their friends and adults when they arrive at nursery. They settle quickly and make choices about their play.
- Adults help younger children to develop their skills for counting as they get ready to play outside. Children sing and count their steps as they march and make their way to the garden.
- Leaders and managers work in close partnership with parents. They regularly seek their views to help drive improvement. Informative newsletters and events, such as a 'Mother's Day tea' help parents to get involved and support their child's learning.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- help all staff to make the most of opportunities to promote and support children's developing communication skills, in particular for the youngest children and those who speak English as an additional language. 07/07/2017

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

- review the effectiveness of mealtime procedures so children can only select food options that match their individual dietary preferences
- make sure learning opportunities for babies are consistently promoted, particularly during some routine times, such as nappy changing and snack time.

### Inspection activities

- The inspector observed activities across the nursery both inside and outdoors.
- The inspector spoke with members of staff, including room leaders and children at appropriate times during the day.
- The inspector carried out two joint observations with nursery managers.
- The inspector held a meeting with the nursery's management team.
- The inspector took account of views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, the nursery's self-evaluation, evidence of suitability of staff and a range of other documentation, including policies and procedures.

### Inspector

Wendy Ratcliff HMI

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The new management team have recently introduced more frequent checks on the quality of teaching. This along with regular supervision is helping staff to recognise what they need to do to improve their practice. For example, managers are helping staff to gain confidence in their observations and assessments of children. Leaders and managers have taken effective action to address weaknesses identified at previous visits. Safeguarding is effective. Staff have a clear understanding of their responsibility to keep children safe. Managers work with other professionals, so children who need additional support get the help they need. Effective recruitment procedures are in place to ensure staff working with children are suitable.

### **Quality of teaching, learning and assessment requires improvement**

Children have access to range of inviting activities. The learning environment is planned well. However, some adults do not make the most of opportunities to support children's communication and language skills. For example, when younger children engage in a planting activity adults miss opportunities to talk with children about what they are doing or introduce new vocabulary, such as talking about the names of the different plants. Children enjoy using their imaginations during their play outdoors. They make pasta in the outdoor kitchen and encourage their younger friends to join with the cooking. Older children enjoy listening to a familiar story. They excitedly recognise letters and the sound that represents them. Adults help children to recall events that have gone before and share experiences from home with their friends. On occasion, some adults supporting large group activities do not help all children to participate as fully as they could.

### **Personal development, behaviour and welfare require improvement**

Adults do not make the most of some key routine times to support babies' learning and development. For example, at snack time adults miss opportunities to respond to the sounds babies make. Adults know their children well and work with parents when children first start to find out what children know and can do already. They undertake regular assessments to check what children need to do next, for example to be ready for school. Adults make sure dietary needs are known and older children learn to recognise what they can and cannot eat. However, checks at lunchtime are not always rigorous enough to check children access the right food.

### **Outcomes for children require improvement**

Children gain some of the skills they need to be ready for the next stage in their learning, including the move for school. Transition within the nursery and beyond works well. However, children, particularly those who speak English as an additional language do not make the progress they could due to a lack of consistent support to support their developing communication and language skills. Older children develop their independence as they put on their coats and get ready to play outside. They take turns to speak and listen to their friends during group times. Two-year-olds enjoy helping adults set the tables for lunch. They make good attempts to count as they make sure all their friends have a plate and a cup.

## Setting details

<b>Unique reference number</b>	EY273292
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1056939
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	100
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Mallards Wood Group Ltd
<b>Registered person unique reference number</b>	RP521819
<b>Date of previous inspection</b>	14 November 2013
<b>Telephone number</b>	0208 498 9739

Mallards Wood Daycare registered in 2004 and is owned by Mallards Wood Group Ltd. The nursery is open each weekday from 7.30am to 7pm all year round. There is an enclosed garden for outdoor play. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 25 members of staff, including the manager who is supernumerary. All staff who work directly with the children either hold or are working towards appropriate early years qualifications. The nominated person holds Early Years Professional status.

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