

# Marlow Day Nursery Ltd

Sandygate Road, Marlow, Buckinghamshire, SL7 3AZ



<b>Inspection date</b>	14 November 2017
Previous inspection date	5 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The management team evaluates the nursery successfully. It seeks ideas from parents and children and implements clear plans to enhance the quality of the provision.
- The manager places a high priority on children's safety. For example, she deploys her staff well and maintains the required ratios at all times.
- The manager effectively monitors and tracks the progress of individuals and groups of children. This helps ensure she swiftly identifies any gaps in learning and seeks further support. All children, including those learning English as an additional language, make good progress from their starting points.
- Staff regularly assess children. They provide good support for children who have special educational needs (SEN) and/or disabilities; working closely with other professionals to support children's welfare and all-round development.
- Staff build strong and positive relationships with children. Children happily engage in play activities and enjoy their learning experiences.

### It is not yet outstanding because:

- Although staff know their key children very well, not all staff are aware of other children's precise next steps in learning when working with them, to maximise children's learning at every opportunity.
- Staff do not consistently seek and share precise and detailed information with parents at the earliest opportunity when children first start.

## What the setting needs to do to improve further

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

- develop the key-person system further and strengthen the systems for sharing up-to-date information on children's next steps in learning with all staff working with them
- strengthen partnerships with parents and seek and share precise and detailed information at the earliest opportunity when children first start.

### Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held discussions with the manager, the provider, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

### Inspector

Jane Franks

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good awareness of the procedures to protect children if they have any concerns about their welfare. The management follows rigorous recruitment and induction procedures and ensures that staff are suitable for their roles. The manager shows a strong commitment to supporting staff and provides frequent supervisory sessions and staff training. For example, staff now incorporate further mathematical activities that motivate and challenge children to learn. Staff, overall, share information with parents and support continuity of care and learning. Parents speak highly of the staff at the nursery and comment they are happy with the service they receive.

### Quality of teaching, learning and assessment is good

Staff successfully identify children's learning needs and, overall, teach them what they need to learn next. Staff skilfully encourage children's mathematical skills. For example, young children count bricks and build towers. Older children draw circles with chalk and discuss differences in size. Staff help children to develop good physical skills. For example, children throw objects into their circles. They receive effective support from staff and develop good coordination of their movements. Staff support young children's communication skills effectively. For example, they model language and encourage children to join in rhymes. Staff provide opportunities that allow children to be creative. For example, pre-school children independently explore different ways of painting and printing.

### Personal development, behaviour and welfare are good

Children learn to take turns and show patience. For example, pre-school children thoroughly enjoy group games and eagerly wait for the opportunity to be the wolf. Children show good manners and treat their friends and staff with kindness and consideration. Children have opportunities to manage risks. For example, they challenge themselves on play equipment and use resources in different ways. There are good opportunities for children to develop their imagination. For example, toddlers hunt for animals in the sand and mimic the sounds they make. Babies receive close attention from staff and playful interactions during meaningful play.

### Outcomes for children are good

Children develop good literacy skills and start to recognise their names. They are confident and talk freely with staff. Children persevere and learn new skills. For example, older children hop and balance on one leg. Babies make small movements and succeed in reaching their object of interest. Children are independent. For example, pre-school children serve their own food. They maintain their focus well on activities of their choosing. All children respond well to staff's continuous praise and encouragement. They are well prepared with the skills they need for their future learning.

## Setting details

<b>Unique reference number</b>	116696
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1089162
<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 - 5
<b>Total number of places</b>	57
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	The Marlow Day Nursery Limited
<b>Registered person unique reference number</b>	RP906976
<b>Date of previous inspection</b>	5 June 2015
<b>Telephone number</b>	01628 488 114

Marlow Day Nursery registered in 1997. It is located on the outskirts of Marlow town centre, in Buckinghamshire. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. It is in receipt of funding to provide free early education for children aged two, three and four years. The nursery employs 15 staff. The manager has achieved early years professional status and nine staff hold early years qualifications at level 3.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

