

Marsh Bears Nursery

Marsh Farm Futures, Futures House, Luton, LU3 3QB



Inspection date	15 May 2018
Previous inspection date	4 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 nursery owner and deputy managers have worked with staff to prioritise actions and implement practical and sustainable improvements. These have played a key role in significantly developing the nursery since the last inspection.
- Staff are supported well in completing training and research and in using their new knowledge. They now ensure that activities are adapted so that they suit children's individual learning styles and offer them appropriate challenge.
- Parents report that staff work well in partnership with them. They particularly appreciate the improved communication and the individual ideas for activities that aid them in extending their children's learning at home.
- Staff support children well in learning to understand their feelings and manage their behaviour. Children show genuine care and concern for one another. They happily share resources and readily include others in their play.
- Children participate enthusiastically and make good progress in their learning. The deputy managers rigorously check this progress and support staff so that they quickly address any weaker areas in children's learning.

It is not yet outstanding because:

- Staff do not consistently offer many outdoor learning opportunities to fully extend the development of children who prefer to play and learn in this environment.
- Staff do not consistently offer children as many opportunities as possible to extend their knowledge of the uses of information and communication technology.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas to offer children who prefer to learn outside further play and learning opportunities
- extend the opportunities that support children in using and exploring information and communication technology.

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 talked with staff and children at appropriate times throughout the inspection. She completed joint observations with the two deputy managers.
- The inspector held meetings with the deputy managers and the nursery owner. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

Deputy managers use their qualifications well to inform practice and have successfully addressed the actions from the last inspection. They now offer staff effective supervision, which aids them in developing their teaching skills. The nursery owner evaluates all areas of the nursery, using this information to inform continuous improvements. Safeguarding is effective. Staff complete regular training so that they understand all possible threats to children's welfare and know how to report any concerns. The nursery owner and deputy managers monitor this area to ensure that any referrals are made promptly and in line with local procedures. Deputy managers have a good understanding of children's needs and use additional funding well to support their development. Effective procedures to work with other providers ensure that children's care is consistent.

Quality of teaching, learning and assessment is good

Children enjoy participating in activities and these are now well adapted to offer challenge to all children. For example, when painting self-portraits, younger children name the colours they are using. Older children talk about the varying textures of their hair and note the differences in their features. Staff offer children opportunities that help to reinforce their learning. Children enjoy discussing a news item about the upcoming royal wedding. They then develop their enjoyment of books and their creativity as they read a book about a prince and princess and make up a dance to 'princess music'. Staff offer children many play opportunities that support the development of their mathematical knowledge. For example, children enjoy the challenge of picking up number cards using tweezers. They match these to numbers on a board and concentrate as they place the numbers in the correct sequence.

Personal development, behaviour and welfare are good

Staff use the key-person system well to gather information from parents about children's needs. They then use this to inform the planning and routines, helping children to feel comfortable and settled. Children quickly build secure bonds with staff, involving them in their play and naturally turning to them for support and guidance. Children gain a good understanding of how to keep themselves safe and healthy. They learn to use cutlery safely as they help to prepare their snack, going on to discuss how different types of food benefit their bodies. Children participate in group discussions. They listen intently as others describe their work and achievements, readily clapping and celebrating these. These ongoing opportunities help build children's confidence and their positive attitudes.

Outcomes for children are good

All children make good progress and develop essential skills in readiness for school. They participate enthusiastically in well-adapted daily routines. For example, children enjoy leading group times. They copy staff as they hold up a book and describe the story, confidently asking questions to engage and involve one another. These opportunities aid children in developing social and communication skills. They particularly support children who speak English as an additional language and they make good progress.

Setting details

Unique reference number	EY496935
Local authority	Luton
Inspection number	1122503
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	90
Number of children on roll	30
Name of registered person	Monaza Malik
Registered person unique reference number	RP906676
Date of previous inspection	4 January 2018
Telephone number	07468800786

Marsh Bears Nursery registered in 2016. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and three hold qualifications at level 3 or above. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at 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.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

