

# Marlborough Day Nursery

Marlborough Square, 22 - 24 Jackson Street, COALVILLE, Leicestershire  
LE67 3LT



<b>Inspection date</b>	26 March 2019
Previous inspection date	9 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Inadequate</b> Outstanding	<b>4</b> 1
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Management does not have effective systems in place for the supervision of staff. It does not monitor the quality of staff's teaching and the impact this has on children's learning.
- Staff do not help children who speak English as an additional language to settle into the nursery quickly and continue to make progress. Staff do not use children's home language in their play and learning. They do not monitor children's progress closely enough to identify any potential causes for concern around language development.
- The quality of teaching is ineffective. Staff do not always interact with children or involve themselves in their play. Children quickly lose interest in activities, wander off and demonstrate challenging behaviour. Furthermore, children are not supported to understand why their behaviour is not acceptable.
- Staff do not consistently plan and provide suitably challenging and enjoyable learning experiences. Staff's expectations of what children need to learn next are not good enough or suitably matched to children's capabilities. Children do not make the progress they are capable of making.

### It has the following strengths

- Parents praise the staff and find them friendly and approachable.
- The environment is welcoming, safe and secure. Children have access to different areas within the setting, including a soft-play room and a sensory room. Resources, particularly in the baby rooms, are of good quality and presented well to encourage curiosity and exploration.

## What the setting needs to do to improve further

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

	Due date
implement effective systems for the supervision of staff to help target inconsistencies in practice and ensure all staff receive support, coaching and training in order to improve the quality of teaching and ensure children receive a good-quality learning experience	29/04/2019
develop a range of strategies to support children who speak English as an additional language to use their home language at the nursery from the very beginning	29/04/2019
develop strategies to promote children's positive behaviour and help them to better understand why certain actions are not appropriate	29/04/2019
ensure all staff promote children's learning and development through positive interactions that challenge and respond to each child's individual interests and next steps in learning	29/04/2019
ensure staff plan effective and purposeful learning experiences to support children to make good progress.	29/04/2019

### Inspection activities

- The inspection was carried out as a result of the risk assessment process.
- The inspectors carried out a joint observation each with both of the nursery managers.
- The inspectors talked to children, parents and staff during the inspection and took their views into account.
- The inspectors observed the quality of teaching and assessed the impact this has on children's learning.
- The inspectors checked evidence of the suitability of all members of staff. They looked at relevant documentation and discussed the setting's policies and procedures, risk assessments and self-evaluation.

### Inspectors

Carly Polak  
Lianne McElvaney

## Inspection findings

### Effectiveness of leadership and management is inadequate

The arrangements for staff supervision are not effective. Management does not focus on monitoring staff's performance and addressing any weaknesses in teaching. Staff are not provided with the support, coaching and training required to help them develop their skills and knowledge. As a result, the quality of teaching is not good enough.

Arrangements for safeguarding are effective. The manager and staff are aware of their responsibility to help protect children from harm. They know how to respond should they have any concerns regarding a child's welfare. Staff work well with other professionals and agencies to ensure children are safe and their health and well-being are prioritised. While self-evaluation is undertaken, it does not identify strengths and weaknesses across all areas of practice. Breaches in the learning and development requirements have a significant impact on children's outcomes.

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

Weaknesses in teaching have a significant impact on children's learning and development. Despite staff being well qualified, they do not use their expertise well enough to support children's learning and development. Staff record some observations of children's learning. However, they do not use these well enough to plan and provide challenging and enjoyable experiences for children. Teaching is not focused on what children need to learn next to help them to make good progress. Most activities lack purpose and contribute very little to children's learning. Furthermore, some staff lack enthusiasm, resulting in poor engagement with children. They do not always join in the children's activities to encourage their development. Some staff sit and watch children play and, as a result, children soon lose interest. Nevertheless, a small group of children in the foundation unit are developing important skills for their next stage in learning. They demonstrate good control and coordination in handling tools and develop their imagination further. For example, they use safety knives to cut up fruit and vegetables in the pretend café and enjoy taking on the different roles, such as a chef.

### Personal development, behaviour and welfare are inadequate

Staff fail to consistently meet all children's needs. A proportion of children attending the nursery speak English as an additional language. Staff do not consider how this may affect their settling in at nursery and make no effort to incorporate their home language into play or the environment around them. Children's poor behaviour has a negative impact on other children's learning. Staff do not consistently support children to understand how their negative behaviour affects other children. Children start to learn about healthy lifestyles, and staff promote good hygiene routines. Children are provided with daily opportunities to play outside in the fresh air. There is plenty of space indoors and specific areas to promote children's physical development and provide opportunities for children to exercise. Children enjoy a range of healthy snacks and drinking water is readily available to them. Staff help children to be independent with their self-care skills, including washing their hands before eating and after using the toilet.

### Outcomes for children are inadequate

Weaknesses in teaching mean that children do not make sufficient progress. Children are

not challenged enough and a number of children fail to make expected progress in their all-round development. Children with special educational needs and/or disabilities (SEND) are making some progress from their starting points. Staff are starting to work in partnership with other agencies to support these children. Children who speak English as an additional language do not make the progress they are capable of making in communication and language development. A small group of older children gain some of the basic skills they need to support them when they move on to school. For example, they are starting to recognise numbers and show an interest in literacy as they make up their own story.

## Setting details

<b>Unique reference number</b>	EY454436
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10101024
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	90
<b>Number of children on roll</b>	187
<b>Name of registered person</b>	SCL Nurseries Limited
<b>Registered person unique reference number</b>	RP532029
<b>Date of previous inspection</b>	9 May 2013
<b>Telephone number</b>	01530814051

Marlborough Day Nursery opened in 1990 and registered again in 2012. The nursery is situated in purpose-built premises in Coalville, Leicestershire. The nursery employs 36 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 3. One member of staff has early years teacher status. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with SEND.

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.

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