

Marvel Day Nursery

81-83 Cotmandene Crescent, St Pauls Cray, Orpington, Kent BR5 2RA



Inspection date

4 April 2019

Previous inspection date

25 July 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- Although the new manager has identified weaknesses in assessment and planning for children and is actively addressing the issues, the quality of teaching and learning is not good. As a result, children do not make strong enough progress.
- Systems to monitor the quality of teaching and offer effective support to staff are not in place to help staff to improve their knowledge and skills and improve learning experiences for children.
- Although staff have started to work with other professionals, it is too early for this to help children who need additional support to make good progress.
- At times, staff do not provide children with healthy choices for snacks to encourage their healthy eating habits and promote their good health.
- Although the manager has begun to establish partnership with other early years settings that children attend, this is not fully implemented to support consistency in children's care and learning.
- Occasionally, staff do not encourage children to be independent, particularly at meal times.

It has the following strengths

- Staff have a good understanding of safeguarding and know the procedures to follow if they are concerned about children's welfare.
- Staff are well deployed and supervise children effectively. Risk assessment is secure.
- Staff strongly support children's emotional well-being. Children comfortably approach staff for hugs and reassurance.
- Children understand the daily routines. This helps them to feel safe and secure. Children behave well.

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
develop the system for assessing children's learning and use this effectively to help plan suitably challenging activities and experiences to motivate and engage children in their learning and ensure they make progress	03/05/2019
monitor staff practice effectively and provide supervision, support, training and coaching to enable them to fulfil their roles and offer quality learning and development experiences for children.	03/05/2019

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

- improve partnerships with other professionals involved in children's care and learning to strengthen the progress of children who are in need of additional support and tailor this to raise their achievements
- focus more on the choices children are offered for snacks, to encourage their healthy eating habits and promote healthy lifestyles
- establish stronger partnership with other early years settings that children attend, to help improve consistency in children's care and learning.
- encourage children to be more independent, particularly at meal times.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held meetings with the provider and the manager. She discussed safeguarding, looked at relevant documentation, such as accidents and incidents, staff suitability checks and records of children's progress.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager and discussed the impact on children's learning.
- The inspector spoke to parents and took account of their views.

Inspector
Marvel Gayle

Inspection findings

Effectiveness of leadership and management requires improvement

The new manager has begun to establish a secure evaluation process for the setting. However, she has clear plans to develop and improve the quality of teaching. The recent changes in staff means that practice is variable in supporting children's learning. The manager gives support to staff to help develop their knowledge and skills and to monitor practice. Partnerships with parents, professionals and other early years settings that children attend are not secure. The manager has, however, identified this and is implementing systems to support children's care. Safeguarding is effective. Staff have a secure understanding of child protection issues and are able to explain how they would report their concerns. Recruitment is effective. The manager ensures staff are suitable to work with children. Ratios are constantly maintained.

Quality of teaching, learning and assessment requires improvement

Planning and assessment arrangements to support children's learning, including those with additional needs, are not fully in place. Hence, activities and resources do not routinely provide children with suitable challenges to help them make strong progress in their learning. They do not ensure children are fully prepared for starting school and the future. For example, staff do not obtain sufficient information to help children build on what they know and can do. However, staff encourage children to listen and carry out simple instructions. For example, they ask children to stand in the line and wait for the others to wash their hands. Staff provide opportunities for children to work together. For instance, older children cooperate to build a path using construction blocks. Staff read stories to children, which helps support their communication and language skills.

Personal development, behaviour and welfare require improvement

Staff does not use opportunities as they arise to promote children's independence. For example, they do not offer children the opportunity to serve themselves at mealtimes. They do not ensure that snacks are always healthy to help support children's health and well-being. Staff are approachable and calm. They acknowledge children's efforts and achievements, encourage them to wait, take turns and to be kind. Children behave well. Staff are well deployed and vigilant. They talk to children about keeping safe. For example, they remind them to walk instead of running on the path, to make sure they do not fall. Risk assessment is strong. Staff provide regular opportunities for children to be physically active.

Outcomes for children require improvement

Children make some progress in their learning and development. However, due to weaknesses in the quality of teaching, they do not typically achieve their full potential. However, children are willing to explore. They develop their physical skills and, at times, join in play with their friends. Younger children confidently seek the comfort of staff, while older children count and join in drawing activities.

Setting details

Unique reference number	EY480954
Local authority	Bromley
Inspection number	10101939
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	30
Number of children on roll	27
Name of registered person	Marvel Childcare Limited
Registered person unique reference number	RP531370
Date of previous inspection	25 July 2017
Telephone number	01689343913

Marvel Day Nursery registered in 2014. It is one of three nurseries run by the provider. The nursery is situated in Saint Pauls Cray, in the London Borough of Bromley. It is open from 7am to 7pm for 51 weeks of the year. There are five members of staff. The provider holds a level 4 qualification; the manager has a childcare degree; two staff hold qualifications at level 3 and one is completing their training.

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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