

Inspection of The Marston Day Nursery

Marston Business Park, Lower Hazledines, Marston Moretaine, Bedfordshire MK43
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Inspection date: 20 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this nursery. Babies settle happily with staff and older children run in and eagerly explore the activities. Children feel valued and welcome. Staff are committed to the nursery's ethos of understanding the needs of each child and putting children first in all they do. Children are inquisitive and immerse themselves in activities that link to their interests. For example, toddlers construct space rockets to send their favourite toy animals to the moon. This encourages their creativity and language. Staff sensitively consider the effects of the COVID-19 (coronavirus) pandemic. They recognise that changes can be upsetting and support children well when they move up to the next room.

Children are kind and caring towards one another. For example, older children stop to give younger ones a cuddle and talk gently to them. Children enjoy many activities that help develop their physical skills and knowledge of how to keep themselves safe. They crawl through tunnels and climb on pallets, carefully assessing the safety of these before climbing. Staff have high expectations for each child and children respond to their positive approaches. For example, young children paint using reeds and bulrushes. They confidently approach this new experience and enjoy exploring the patterns they make.

What does the early years setting do well and what does it need to do better?

- Managers support staff well and sensitively consider their well-being. They encourage staff to complete training and read a range of literature to develop their knowledge.
- Children enjoy activities that relate to their interests. Staff know what children need to learn next and confidently incorporate this into their chosen activities. Children playing with 'moon sand' describe the texture, helping to extend their communication. They remember how they made this and compare it to making coloured dough, helping to build their critical thinking skills.
- Children develop a love of books. During group story time, children are captivated as the staff member reads with enthusiasm and animation. Children eagerly predict what will happen and join in with familiar words.
- Staff support children to feel involved in their community. For example, children participate in local fundraising events and use nearby amenities. This helps them to appreciate the needs of others and sparks their interest in the wider world.
- Children work well together, building the skills that support them when they start school. For example, older children build a bug hotel and alert one another if they see a bug in there.
- Parents praise staff. They comment that staff 'go the extra mile to ensure children are safe and happy'. Parents report that staff communicate well, offering practical ideas for home activities. For example, staff make simple

videos, such as how to make sensory bottles.

- Managers understand the possibility of children falling behind in their learning, particularly following the COVID-19 lockdowns. Their frequent monitoring of children's progress means they swiftly highlight areas where further support is needed. Staff adapt their support to suit children, particularly those with special educational needs and/or disabilities, so that all make good progress. Staff work well with families and other professionals.
- Children develop good communication skills. Staff encourage children to talk as they play. Children laugh as they count, 'one, two, three, splash', and drop lemon slices into water. Babies respond with babbles and simple words as staff sing to them.
- Staff, generally, offer children good support to participate. For example, when children make paint patterns on pallets with the soles of their shoes, a staff member encourages this, and the children compare sizes and shapes. However, on occasion, some staff do not act promptly in guiding children to build on their spontaneous play and children lose interest.
- Children learn how to make positive choices that support them in keeping healthy. They help to grow and cook vegetables and talk about the oral health benefits of a good diet.
- Overall, most staff support children well in developing their independence. However, this practice is not always consistent, and some staff do things for children that they could try themselves, such as putting on their coats. This confuses children and does not promote their independence as much as possible.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular training and have a good knowledge of safeguarding. They understand how to identify and report any concerns about children's welfare. Staff work well with statutory agencies to ensure that children's welfare is promoted. They are aware of the risks posed to children by exposure to extreme views or practices. Robust recruitment procedures ensure that staff, including agency staff, are suitable to work with children. Staff take appropriate action to protect children from potential risks posed by use of the internet.

What does the setting need to do to improve?

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

- support all staff to respond promptly to include all children in following their own spontaneous ideas to a conclusion
- support all staff to understand and follow the setting's agreed approaches to helping children develop their independence.

Setting details

Unique reference number	2578903
Local authority	Central Bedfordshire
Inspection number	10207336
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	101
Number of children on roll	73
Name of registered person	Kid & Play Trading Ltd
Registered person unique reference number	2578902
Telephone number	01234 432777
Date of previous inspection	Not applicable

Information about this early years setting

The Marston Day Nursery registered in 2020. The setting employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The nursery manager, a senior manager and the inspector carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector carried out a joint observation of a with the nursery manager and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- A meeting was held between the inspector, the nursery manager and a senior manager. The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector held discussions with staff and children at appropriate times during the inspection. She talked with parents, viewed written feedback from them and took account of their views.

We carried out this inspection 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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