

Inspection of Mallards Wood Daycare

157 - 159 St. Barnabas Road, Woodford Green, Essex IG8 7DG

Inspection date: 15 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children settle quickly and happily when they arrive at the setting. They are greeted warmly by all staff, which gives them a sense of belonging. They explore the activities and resources set up for their play and enjoy their time at the setting. Staff's implementation of the curriculum is variable. The manager and staff team do not demonstrate a thorough understanding of their curriculum to ensure it is meeting all the children's needs as best as possible. Although staff are attentive and spend time with children as they play, they do not focus their interactions sufficiently well to extend children's knowledge and learning. This inhibits children from making the amount of progress they are capable of. Although children take interest in some of the activities set up for them, at times they soon lose interest and move on before any meaningful learning can take place.

Children are reminded by staff to wash their hands before mealtimes. However, opportunities for children to develop important independence skills are reduced as staff frequently take over, for example when children need to blow their noses or clean their faces after lunch. This limits children's understanding of how to take care of themselves and their own health.

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

- The quality of education is variable. The provider and manager of the setting do not always have good oversight of how well the staff team is working to make sure that the curriculum is being delivered effectively so that the needs of all children are fully met.
- The manager has regular discussions with staff about their well-being. She is aware of the importance of this and the impact it can have on the care and welfare of the children. The manager monitors staff and completes supervision meetings with them. However, these are not precise enough in identifying specific targets to help enhance their practice.
- Children show an interest in books and some staff use books to promote children's language and communication. However, not all staff are skilled in fostering children's language and communication.
- Some staff demonstrate a secure understanding of the learning intentions of the activities. However, they do not consistently provide teaching to support the identified learning intentions or challenge children effectively.
- Parents speak positively about the nursery. Staff make good use of daily discussions to keep parents informed about their children's experiences.
- Staff working with the youngest age group do not demonstrate a secure knowledge of child development. Younger children's prime areas of learning are not consistently well supported. Staff plan activities that are too advanced for the young age of the children and beyond their level of understanding.

- Staff fail to identify that, on occasions, noise levels become too high, affecting children's learning and behaviour. For example, during a story session, the high noise levels led to some children losing their concentration and not listening to the book being read.
- Children learn about different festivals, which helps them to develop an understanding of other cultures and an appreciation of diversity. However, some activities related to this would benefit from being simplified for the youngest children, so that they can relate it to their own experiences and level of understanding.
- Children are provided with home-cooked meals. Younger children are supported to feed themselves and older children learn to use utensils. Although there are menus in place, these are not always adhered to and sometimes, meals are not nutritionally balanced for all children. This is particularly true for children who have special diets, where they are not offered nutritious alternatives.
- Staff recognise that children enjoy outdoor learning and children have regular fresh air and exercise in the garden. However, staff do not always consider how they can fully utilise the outdoor learning environment to ensure that children are engaged in purposeful play.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff undertake safeguarding training. Staff have a clear understanding of their role in protecting children who may be at risk. They are alert to the possible indicators of when a child may need help and know the relevant agencies to contact for guidance. Staff attend regular child protection training and are aware of the correct procedures to follow should there be an allegation. The premises are secure, and staff carry out daily checks of the indoor and outdoor environment to ensure these remain safe for children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve and monitor the implementation of the curriculum to ensure that staff identify, plan and deliver learning experiences that are purposeful and support children's ongoing learning and development	26/11/2021

improve the quality of staff interactions with children to help them challenge and extend children's learning more effectively as they play, and to better support their communication and language development	26/11/2021
strengthen the arrangements currently in place to ensure that all children are provided with a healthy and nutritious diet.	26/11/2021

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

- help staff to consider the impact of noise levels on children's learning
- strengthen the planning for outdoor play to provide children with rich experiences that consistently promote, support and extend their spontaneous interests and opportunities for learning
- build on staff's awareness of allowing children time to try to do things for themselves, to help support children's independence and self-care skills.

Setting details

Unique reference number	EY273292
Local authority	Redbridge
Inspection number	10208932
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	35
Name of registered person	Mallards Wood Group Ltd
Registered person unique reference number	RP521819
Telephone number	0208 498 9739
Date of previous inspection	3 May 2018

Information about this early years setting

Mallards Wood Daycare registered in 2004 and is owned by Mallards Wood Group Ltd. The nursery opens Monday to Friday, from 7.30am to 6.30pm, all year round. The provider is in receipt of funding to provide free early education for two-, three- and four-year-old children. The provider employs nine members of staff, including the manager; seven of whom hold qualifications at level 3 or above.

Information about this inspection

Inspector

Anne Maher

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.
- The inspector carried out two joint observations with the manager.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- A meeting was held between the inspector, the registered provider, and the local authority early years development officer.

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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