

Inspection of Margery's Private Day Nursery

High Street, Thorpe le Soken, Frinton on Sea, Essex CO16 0EF

Inspection date: 16 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are very happy and relaxed in this nurturing environment. They excitedly arrive and leave their parents with ease as they are warmly welcomed into the nursery. They settle quickly to a chosen activity. Children are inquisitive and eager learners and make good progress. They show enthusiasm in the activities provided as practitioners build on the children's interests when planning. For example, children have great fun making models of the Gruffalo and giggle when his 'warty' nose falls off.

Resources are easily accessible for children to self-select. Children can express their creativity as paints and craft materials are readily available. They mix their own paint and produce beautiful portraits of the Gruffalo. Toddlers know how to access their own pots of play dough and enjoy the sensory experience of using the dough to make cakes. Babies are very settled and happily move around exploring the homely environment. Practitioners provide those learning to walk with baby walkers and lots of encouragement. Babies show delight as they are praised for their efforts and enjoy cuddles from their key person.

Children enjoy their time in the outdoor environment and hunt for bugs with binoculars and magnifying glasses. They proudly show their friends when they catch 'fat worms'. Children handle the insects carefully as they learn how to look after them.

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

- Parents speak highly of all aspects of care and education provided for their children. They comment that the practitioners 'go above and beyond' what is expected when supporting their children. Parents say that practitioners understand what is important and unique to their children and are therefore effective in meeting their needs.
- Practitioners routinely share information with parents about their children's progress. They provide ideas and suggestions for parents to support and extend children's learning at home. A lending book library to encourage children's love of reading is also available and is a popular resource.
- Children make good progress as practitioners use assessment well. The manager and her team have high expectations for all children. Those who require additional help are extremely well supported to reach their full potential. For example, practitioners offer home visits to discuss progress and share strategies for learning with parents to ensure continuity and positive outcomes for their children.
- The well-established key-person system and effective care practice promote children's confidence and emotional security. Practitioners plan appropriate

activities around the 'Colour Monster' stories to help children learn about their feelings. For example, they introduce language such as 'happy', 'angry' and 'sad' to encourage children to talk about how they feel.

- Babies are happy and move around comfortably because they have formed secure attachments with their key person. The practitioners are very caring and sensitive to the babies' needs. For example, they provide babies with teething rings and cuddles to help them when they are teething. Babies show interest in the exciting resources available to them. Even the very youngest concentrate and persevere for some time, stacking wooden rings.
- Practitioners are skilful in adapting learning to support children's interest. For example, toddlers in the garden are fascinated by the mechanics of a wooden gate. Practitioners carefully observe as the children attempt to work out how the catch operates. They provide an explanation and remind the children how to stay safe. They also provide appropriate resources indoors to continue children's interest and develop their understanding of how locks and catches work.
- Children benefit from a broad curriculum of activities that support their learning across all seven areas. They play well together and are learning to negotiate and take turns. For example, children work together to build a large house for the three pigs using soft bricks and wooden shapes. On occasions, practitioners do not challenge children further to engage their thinking and articulate problem-solving for themselves.
- Children understand the expectations of the nursery and their behaviour is very good. They learn to regulate their behaviour as practitioners promote positive behaviour, are good role models and praise children continually. This helps children develop an understanding of right and wrong. Children flourish and have a positive attitude towards learning.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a very clear understanding of how to keep children safe and protect them from harm. They know the possible signs and symptoms that may cause concern, and the appropriate action required to safeguard children. A thorough procedure for recruitment ensures all staff are fully vetted to ensure they are suitable to fulfil their role. Children play in a safe and secure environment that is routinely risk assessed. They learn how to keep themselves safe and well, through meaningful activities. This includes learning to stay safe online. Children can take safe risks as practitioners supervise them well.

What does the setting need to do to improve?

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

- provide further challenge for children during group activities to encourage them

to express and elaborate on their thoughts and extend their thinking and speaking skills.

Setting details

Unique reference number	650099
Local authority	Essex
Inspection number	10072997
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	0 to 4
Total number of places	32
Number of children on roll	36
Name of registered person	Smith, Christine Brenda
Registered person unique reference number	RP513321
Telephone number	01255 862558
Date of previous inspection	18 February 2016

Information about this early years setting

Margery's Private Day Nursery registered in 1997. The nursery employs seven practitioners, all of whom hold appropriate early years qualifications at level 3 or above. It opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The practitioners spoke to the inspector during the inspection and she took account of their views.
- The inspector observed interactions between staff and children.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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