

# Inspection of Marshmallows Day Nursery

Lower Marsh House, Marsh House Lane, Darwen, Lancashire BB3 3JB

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Inspection date: 29 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in this friendly and supportive nursery. They have strong attachments with staff, who know each child very well. Parents appreciate the homely environment. They say they feel confident to leave their children, knowing that they get lots of attention from their key person. Children are happy and confidently talk to staff and visitors about what they are learning to do. Babies are busy explorers, using the ample space to develop physical skills, such as crawling and walking. They enjoy looking at books and joining in with action songs. Toddlers develop their imagination as they play with staff. Pre-school children are highly engaged in activities. They build with purpose using bricks to create a house with a party inside. Children excitedly explore the outdoor setting, looking for minibeasts and birds. After children returned from long periods of isolation, due to the COVID-19 pandemic, staff recognised that children were less confident to make choices. They offer them choice about what they want to do to encourage decision-making. Children's confidence to express themselves has increased and they show that they know how to find the resources they want.

Staff have high expectations for behaviour. All children listen to staff and respond quickly to instructions. This helps to keep children safe. For example, staff remind children how to climb the A-frame or to hold the banister as they move downstairs. Staff give extra guidance and support to children with special educational needs and/or disabilities to ensure they are fully included and that they meet their individual needs.

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

- The vibrant setting is well organised and structured. This helps children of all ages and stages of development to progress in their learning. Staff carefully plan activities, focusing on what children need to know and learn to do next. They use children's interests to help them engage with all areas of the curriculum. For example, staff set up resources that children enjoy in different parts of the room. They skilfully use the children's favourite resources to capture their interest and practise skills, such as matching numbers to quantities. Children's learning is regularly shared with parents, along with suggestions of ways to continue this at home.
- Staff interactions with children are warm and purposeful. They use recent training about speech and language development to support children. Staff teach babies new words as they play and look at pictures. Toddlers begin to describe what they find as staff model the words for them. For example, they copy the phrases white fish and stripy bumblebee when drawing minibeasts with staff. Most pre-school children speak in full sentences. Staff help them to ask and answer questions, encouraging them to think about their learning. As a

result, children are confident communicators.

- The manager has a clear vision for the nursery, which she shares with staff. She takes time to reflect on the quality of the provision with staff in each room and acts as a mentor to them. A comprehensive induction process helps new staff to learn from more experienced colleagues. The manager encourages staff to access online training as part of their professional development. However, training is not yet focused on individual training needs. Therefore, the subject knowledge of some staff is not well balanced. This means they do not consistently help children to develop their knowledge into deeper concepts.
- The manager understands the needs of the children very well. Many children do not have access to outdoor space at home. Therefore, she has provided a wide range of equipment to help children develop physically. Children grow in confidence as they learn to balance along an obstacle course. They strengthen their muscles as they pull themselves up a climbing frame and pedal tricycles. Pre-school children go on outings to the local swimming pool. They proudly announce that they can jump in all by themselves.
- A dedicated teaching and learning coordinator helps staff to track the progress of children. They quickly identify gaps in children's development and plan activities to help children catch up. For example, introducing a programme that exercises fingers with dough has helped children develop their small muscles. When children have additional needs, the manager liaises with outside agencies to access targeted interventions. This ensures that all children make as much progress as they can. Consequently, all children are well prepared for their next stage of learning and eventual move to school.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding knowledge is embedded at this setting. The manager regularly checks that staff know the signs and symptoms of abuse. She ensures that mandatory training, including paediatric first aid, is kept up to date. New staff access safeguarding training as a priority. All staff know the procedure for recording and reporting concerns. A senior member of staff is always available to discuss any concerns that staff may have. Children learn about keeping safe online through reading books and talking with staff about how they use screens at home.

## What does the setting need to do to improve?

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

- identify individual training needs to enable all staff to develop a well-balanced subject knowledge over time.

## Setting details

<b>Unique reference number</b>	EY232878
<b>Local authority</b>	Blackburn with Darwen
<b>Inspection number</b>	10219698
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	63
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Marshmallows Limited
<b>Registered person unique reference number</b>	RP910291
<b>Telephone number</b>	01254 873738
<b>Date of previous inspection</b>	26 August 2016

## Information about this early years setting

Marshmallows Day Nursery registered in 2002. The nursery employs 17 members of childcare staff. Staff hold appropriate early years qualifications at levels 2 to 6, including one with early years professional status. The nursery opens from Monday to Friday and all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Susie Millward Sampson

## 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.
- Parents shared their view of the setting with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector completed a joint observation of a small-group activity with the manager.
- The inspector looked at relevant documentation, such as training certificates. She reviewed evidence of the suitability of staff working in the nursery.
- A recently employed member of staff talked to the inspector about recruitment and induction procedures.
- The manager and inspector carried out a learning walk together. The inspector assessed the impact of the learning opportunities staff provide for children, including the quality of their interactions.

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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