

Inspection of Marmalade Nursery

82-84 Lawsons Road, Thornton-Cleveleys, Lancashire FY5 4PW

Inspection date: 6 April 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are excited to start their day at the welcoming nursery. They greet the tortoises as they arrive and are welcomed by the friendly staff. Children show that they feel safe as they rush to hug staff. Staff have high expectations of children. Overall, children behave well and interact positively with staff and their peers. When children display less acceptable behaviour, leaders quickly implement strategies to manage this and to ensure that it does not have a negative effect on other children's learning and well-being.

There is a true focus on developing children's appreciation of the world around them. Children are excited to learn. They learn about life cycles as they care for caterpillars and see how they change into butterflies. Children go on interesting outings which support their learning. They visit a cenotaph and learn about Remembrance Day. Children enjoy a visit from local police and learn about people who help us. They find out about different cultures and celebrations, such as Diwali, from their friends. This helps them to understand how they are unique.

Children benefit from the well-planned outdoor areas which they use daily and in all weathers. Babies listen with fascination to the noise made by the rain from underneath their shelter. Older children hone their counting skills, completing number puzzles with staff in the cosy, purpose-built pod in their garden area.

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

- Leaders' genuine passion for how children learn, shines. They plan a broad and interesting curriculum which means that children are constantly engaged in exciting learning experiences. Leaders know what they want children to learn next based on what children already know and can do. Children are well prepared for the next stage of their learning.
- Children's interests, discussions and individual learning styles are the basis for how staff organise the environment and the activities that they offer. For example, young children show an interest in flowers in the garden. This leads to an activity where children pour and mix, using real flowers to make 'tulip tea'. However, the strong focus on supporting children's individual learning styles sometimes overshadows the curriculum intent. The learning intentions are not always clearly understood by all staff, particularly those working with younger children. This means that children do not always fully achieve the aims of each activity.
- Leaders ensure that staff spend the maximum amount of time possible interacting with children. Staff know children very well and can therefore identify any emerging gaps in their learning and development. These are acted on swiftly, which means that children get the appropriate support for their

individual needs. Children with special educational needs and/or disabilities (SEND) and children in receipt of additional funding are well supported. Funding is spent to benefit individual children. For example, staff attend sign language training to support children with hearing difficulties. Children make good progress from their different starting points.

- Staff encourage a love of books as they read stories to children throughout the day. Children are excited to share their knowledge. For example, children tell staff that the great white shark that they see in their book is a 'megalodon'. Children beam with pride as staff praise their excellent knowledge. Staff use this opportunity to develop children's language skills even further by encouraging them to think of other words for 'big', such as 'gigantic' and 'enormous'.
- Staff promote children's developing independence well. Young children put on their own wellington boots before they go outside to play. Older children pour their own drinks and carry their cups carefully. Staff are highly respectful of children. For example, they ask children's permission before wiping their nose. Staff and children discuss the healthy food that children eat for lunch. Older children understand that a healthy diet gives them energy.
- Parents comment on how well staff support their children and families, particularly throughout the continuing COVID-19 pandemic. Staff teach parents to make their own play dough in live online sessions so that they can continue to support their children's learning at home. The 'family club' offers additional support to parents around various topics. Parents of children with SEND are especially pleased with the support offered to them. Leaders help parents to liaise with other agencies. This ensures that children continue to receive a high standard of care once they have moved on from nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders foster a culture of safeguarding throughout the setting. Staff understand how to identify when a child may be at risk of harm. They confidently discuss the procedures that they would follow if they had a concern about a child in their care. Staff and leaders know what to do if they are concerned about the behaviour of a colleague. Staff have completed training on a range of safeguarding issues, including extremism and radicalisation. Leaders have robust procedures for recruitment, ensuring that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff working with younger children to fully understand what leaders intend children to learn from each activity, to raise the quality of education to an even higher level.

Setting details

Unique reference number	2540885
Local authority	Lancashire
Inspection number	10215350
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 4
Total number of places	63
Number of children on roll	120
Name of registered person	Marmalade Kidz Limited
Registered person unique reference number	2540884
Telephone number	01253 826227
Date of previous inspection	Not applicable

Information about this early years setting

Marmalade Nursery registered in 2019. The nursery employs 24 members of childcare staff. Of these, 22 hold appropriate early years qualifications between level 3 and level 6. The nursery 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

Amy Johnson

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 provider and has taken that into account in their evaluation of the setting.
- Managers and room leaders discussed the curriculum and its impact on children with the inspector.
- The training manager and the inspector completed a joint observation together.
- Staff and children were observed interacting throughout the day by the inspector.
- Staff spoke to the inspector at appropriate times throughout the inspection.
- Children spoke to the inspector about what they enjoy doing at nursery.
- The inspector spoke to parents face to face and also considered written feedback from other parents.
- The inspector viewed a range of appropriate documentation and took this into account.

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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