

Inspection of Marshlands Day Nursery

Marshlands Primary School, Hall Road, GOOLE, North Humberside DN14 5UE

Inspection date: 18 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children quickly settle into this friendly nursery. They show much interest in exploring the stimulating indoor and outdoor areas. Children form strong bonds with their key person. Staff are incredibly responsive to different children's needs. Nursery leaders are mindful of the impact that the COVID-19 pandemic has had on children's emotional well-being. They have planned training to support staff to help any children who have been affected. Children's happiness and safety underpin everything staff do in the nursery. Staff help children to develop their physical skills in many ways. Children learn how to safely navigate stepping stones, and climb up and down steps. They master the ability to use different tools, such as tongs, to serve themselves at snack time.

Staff place a high priority on supporting children's communication skills. They explore ways to engage children in conversations. Children develop the skills to express their ideas and thoughts. Staff read stories that captivate children. They encourage children to recall events in a favourite book about animals. Children are very keen to tell staff that they remember the names of the animals, and can identify them from pictures and models. Children behave well and know that the nursery rules help to keep them safe. Staff are excellent role models. They are consistently calm and friendly as they play with children. Staff are skilled at reassuring children, who sometimes need some additional support to manage their feelings.

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

- Children learn first hand about the natural world. They find out the right conditions for chicks to hatch from eggs. Children carefully hold the chicks and show much delight in this experience. Staff teach children to use magnifying glasses, so that they can closely observe the changes that happen as tadpoles develop into tiny frogs.
- Nursery leaders demonstrate how they plan the curriculum, so children progress well over time. However, on occasions, some staff do not fully consider how different children learn. For example, they plan some activities which are too long and do not focus on what all children need to learn next. This results in some children being less engaged in their learning.
- Staff work closely with parents who have children that speak English as an additional language. They find out key words in children's home languages and use them in their conversations with children. Staff teach children about significant events that are celebrated in other community groups. Children develop positive attitudes about the differences between themselves and others.
- Nursery leaders carry out regular supervision meetings for staff and make sure that they have appropriate opportunities for professional development. Staff

report that they feel well supported, so they are able to carry out their roles and duties successfully.

- Children with special educational needs and/or disabilities have their specific needs met swiftly. Nursery leaders allocate funding which they receive to ensure that children get targeted support. The nursery has strong partnerships with other professionals, such as health visitors and speech and language therapists. Staff value the expertise that these professionals offer to further enhance children's progress in their learning.
- Parents spoken to during the inspection were unanimous in praising the nursery provision. They say that staff go 'above and beyond' for their children. Parents describe the positive impact that staff have on their children's development. They value the nursery as part of their local community.
- Children have lots of opportunities to learn about ways to maintain their health and well-being. Staff plan times during the session for children to brush their teeth. Children are offered a wide selection of healthy snacks and drinks. They learn the importance of washing their hands at appropriate times. When children are ready, staff encourage them to become independent in managing their personal hygiene needs.
- There are excellent partnerships with the school that children also attend. They share relevant information to provide consistency for children. The restrictions due to the COVID-19 pandemic have changed the usual arrangements for children to prepare to make the move from nursery to school. Nursery leaders plan to review these with the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are alert to the signs that may cause them concerns about children's welfare. They all receive regular training and updates to ensure that their safeguarding knowledge is current. New staff are checked to make sure that they are suitable to work with children. Leaders have robust induction procedures in place, so that all staff understand their shared responsibilities. Children are always well supervised. Staff review risk assessments as needed, to provide children with a safe environment as they play. They know how to report any concerns to the relevant services without delay. Staff follow all safeguarding policies and procedures.

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 build precisely on what different children know and can do during planned activities, to extend their learning further.

Setting details

Unique reference number	EY356338
Local authority	East Riding of Yorkshire
Inspection number	10131593
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	2 to 4
Total number of places	24
Number of children on roll	43
Name of registered person	East Riding of Yorkshire Council
Registered person unique reference number	RP518447
Telephone number	01405 762 614
Date of previous inspection	6 July 2015

Information about this early years setting

Marshlands Day Nursery registered in 2007 and is located in Goole, North Humberside. There are nine staff, all of whom have appropriate early years qualifications. The nursery provides funded early education for two-, three- and four-year-old children. It opens during term time from 8.45pm to 3.30pm, Monday to Friday.

Information about this inspection

Inspector

Rose Tanser

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with nursery leaders and has taken this into account in her evaluation of the nursery.
- The inspector gained the views of parents through phone calls.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The nursery manager and the inspector completed joint observations and discussed the impact on children's learning.
- The inspector looked at relevant documentation, for example checks on the suitability of staff and first aid qualifications.

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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