

Inspection of Mallards Wood Daycare

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

Inspection date: 10 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time and quickly settle soon after starting at this homely and inclusive nursery. They inquisitively explore the whole nursery environment. Children develop strong physical skills during indoor and outdoor activities. They enjoy various forms of sensory play. Children remain engrossed when feeling textures and smelling different scents.

Staff promote children's independence and self-care skills very well. They encourage children to try tasks unaided before offering assistance. Children enjoy being responsible. For example, toddlers clear away their own plates after eating. Older children willingly wipe down the outdoor toys. Children remove and organise their own shoes after playing outdoors. Staff are deployed well. They play attentively with children and, for the most part, promote good speaking skills.

Overall, children behave well. Staff model positive interactions consistently for them. They respond sensitively when children feel upset and offer them reassurance and cuddles. Staff have high expectations and teach children to be respectful and kind in age-appropriate ways. For example, staff read books and stories that help children to recognise their different emotions. Children learn to manage and express their feelings openly to others.

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

- The nursery manager and owner have successfully addressed all the actions and recommendations made at the previous inspection. They have closely followed guidance from their local authority's early years adviser. Following consultation, they have rearranged the environment, reviewed staff's supervision procedures and revised educational plans. This has led to more purposeful play and learning experiences for children.
- Children enjoy a range of healthy meal options prepared by the cook. These include warm meals of pasta, vegetables and cheese. At snack time, children enjoy eating fruits and drink milk and water. Children's individual dietary requirements are strictly adhered to. This ensures that the risk of allergic reactions is minimised.
- Staff quickly identify children who are making less than typical progress. The manager ensures that children receive targeted support. She has ongoing liaison with the local authority's special educational needs coordinator and follows any advice given. All children make the best possible progress.
- Overall, staff promote children's early language well. They consistently label objects, actions and textures as children explore using their senses. For example, children are engaged well while exploring and observing change during water play with food colouring. They learn to describe the scent and texture of

chopped fruits, herbs and flavourings. However, staff do not consistently broaden the vocabulary of children who are already confident communicators.

- Children attentively listen to their favourite stories read by the adults. Outside, they energetically explore the whole garden area. Staff provide a good range of activities that help children build strong muscle control and coordination. Young children enjoy climbing and travelling along equipment. They determinedly kick and throw balls.
- Staff adopt agreed approaches to promoting children's good behaviour. These are adapted to suit children's understanding and stages of development. For example, whenever children are just starting to understand boundaries and engage in undesirable behaviour, they are distracted and redirected by staff. This ensures that any disruption to activities is short-lived.
- Parent partnerships are strong. When asked by the inspector, parents described the nursery as 'a place where staff really care about children'.
- Children learn about technology. They enjoy pretending to operate toy phones, keypads and other resources during role play. Older children enjoy using the nursery's electronic devices. Staff ensure that children are fully supervised at these times and only access age-appropriate educational games. However, they do not consistently teach children how to keep themselves safe when they use the internet, to prepare them for later life.
- Children learn what makes them the same and different to others. They enjoy art and craft activities when they learn about festivals, such as Diwali, Hanukkah, Eid and Easter. As children paint, they use colours that reflect different facial complexions.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the signs that suggest a child is suffering or at risk of abuse. This includes the duty to prevent extremism and terrorism. Staff know they must report concerns. They know the relevant local safeguarding partner's roles and how to contact them. The manager ensures that risk assessment procedures are thorough and identify any hazards to children's activities. All staff are vetted, and robust recruitment procedures ensure that only suitable persons are appointed to work with children. The nursery premises are secure and access to unauthorised persons is restricted by a fingerprint-entry system.

What does the setting need to do to improve?

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

- seek additional ways to broaden the good vocabulary of children who are already confident communicators even further
- make consistent use of opportunities to teach children how to keep themselves

safe when using the internet to prepare them for later life.

Setting details

Unique reference number	EY273292
Local authority	Redbridge
Inspection number	10214540
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 3
Total number of places	50
Number of children on roll	22
Name of registered person	Mallards Wood Group Ltd
Registered person unique reference number	RP521819
Telephone number	0208 498 9739
Date of previous inspection	15 October 2021

Information about this early years setting

Mallards Wood Daycare registered in 2004 and is owned by Mallards Wood Group Ltd. It is located in the London Borough of Redbridge. The nursery is open all year round, from 7.30am to 6.30pm, Monday to Friday. It provides funded early education for three- and four-year-old children. The provider employs 10 members of staff, eight of whom hold qualifications at level 3 or above. The manager holds qualified teacher status.

Information about this inspection

Inspector

Olivia Awolola

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 inspector spoke to staff at appropriate times and took account of their views.
- The nursery's third in charge and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector and the nursery's third in charge carried out a joint observation of a group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.
- Children spoke to and communicated with the inspector during the inspection.

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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