

# Inspection of Marton Children's Day Nursery

Martonside Way, Middlesbrough, Cleveland TS4 3BU

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Inspection date: 25 October 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children have time to settle in accordance with their individual needs. Each child identifies their own key person, who gets to know them and their parents/carers well. This promotes warm, responsive relationships that support children's personal, social and emotional development. The same approach is used when children move rooms, to make sure the process is smooth. Children show that they feel safe and settled. They access resources confidently and play alongside and with their friends.

Children are happy and confident to join in a wide range of interesting learning experiences. Babies and children take part in different activities, which are tailored to their needs. For example, babies develop their understanding of mark making by exploring with oats and quickly bring in different toys, such as cars, to further investigate. Older children explore construction materials based on their interest in building. Children enjoy taking part in dancing and singing activities. They move their bodies to music and stamp and shake instruments along to familiar songs. Children are becoming independent and confident learners, energetically getting involved in a wide range of learning experiences. These support their readiness for the next stage in their learning.

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

- The management team has a clear understanding of the needs of the nursery. Managers have a clear vision and use robust staff induction and development opportunities to promote this. Leaders have regular staff discussions to check in on their well-being. They make sure that staff have the knowledge and skills to keep up to date with the changing needs of the children in their care. The management team focuses on children's attachments and emotional well-being, recognising the impact of the COVID-19 pandemic on children's emotional development.
- Staff have high expectations of what every child can achieve and know their children well. They make effective use of individual children's observations and assessments. They are aware of any particular gaps in children's development and plan activities to support children's progress. However, at times, staff who work with older children do not always organise group time so that children are able to concentrate without distractions.
- Staff help children to understand the expectations for their behaviour. Children are reminded to share and take turns during their play. They know the routine and follow instructions from staff. For example, they readily tidy resources in preparation for mealtimes. Children are learning to use manners. For example, staff say 'please' and 'thank you', which babies repeat.
- Parents speak highly of the staff team and comment on the support they

receive. For instance, staff support parents in managing children's anxieties. They say that their children are more confident and sociable as a result of their attendance at the nursery.

- Staff get down to the children's level when speaking to them. They look at children as they talk, slowly and clearly, and use the correct pronunciation of words. Staff consistently extend children's vocabulary as they play. For example, when children say one or two words, staff help them to build and lengthen their sentences. They encourage them to add and use additional new words. However, staff do not always maximise opportunities to develop mathematical skills, such as numbers and positional language, in activities.
- Children with special educational needs and/or disabilities are supported well. Key persons know children's abilities and tailor interventions so that all children make progress. They are supported by a knowledgeable special educational needs coordinator. Staff consider how to use additional funding, based on children's needs and interests. This helps to maximise all children's experiences at nursery.
- Arrangements for when children move on are good. Settling-in sessions are tailored to meet the needs of individual children. Staff reach out to settings that children are due to attend and settings they attend to share key information with them. Staff confidently talk to children about their setting and what happens there. This approach supports children's social and emotional well-being and prepares them well for school.

## Safeguarding

The arrangements for safeguarding are effective.

Staff show a secure understanding of how to recognise possible signs that a child may be at risk of harm. All staff have completed safeguarding training and fully understand their responsibilities. They know the procedure for recording and reporting child protection concerns and are confident to follow this, if necessary. They keep children under their close supervision, reminding them about how to keep themselves safe. Robust recruitment arrangements ensure that all staff are suitable to work with children. The premises are safe and secure.

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

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

- organise group time more effectively to provide older children with opportunities to concentrate without distractions
- develop further opportunities for children to use numbers and positional language in everyday activities, to enhance their understanding of mathematical concepts.

## Setting details

<b>Unique reference number</b>	EY281718
<b>Local authority</b>	Middlesbrough
<b>Inspection number</b>	10229328
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	90
<b>Number of children on roll</b>	126
<b>Name of registered person</b>	Nunthorpe Nurseries Group Ltd
<b>Registered person unique reference number</b>	RP911209
<b>Telephone number</b>	01642 824040
<b>Date of previous inspection</b>	18 January 2017

## Information about this early years setting

Marton Children's Day Nursery registered in 2004 and is situated in Middlesbrough. The nursery employs 22 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Eileen Grimes

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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