

Inspection of The Marmalade Cat Day Nursery

Old School House, Gammel Terrace, Tring, Hertfordshire HP23 4JH

Inspection date: 20 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff provide a calm and friendly, home-from-home setting, where children demonstrate that they feel happy and relaxed. Staff support children who are new to the nursery to settle quickly. They conduct home visits as part of their tailored settling-in process. As a result, children form secure and affectionate bonds with staff.

Children are confident to explore. Babies smile and babble as they explore sensory objects in their surroundings. They check in regularly with their familiar adult when needed. Staff sing with toddlers, and they eagerly await the selection of the next song from a song bag. Pre-school children play gleefully with a pretend post office, talking about posting Christmas cards and counting pretend coins.

Children use their senses as they scoop and pour scented oats. They examine winter resources carefully, such as pine branches and pinecones, as they learn about the seasons. Children practise using their small-muscle skills as they manipulate oats with their fingers. In the garden, children play with rubber balls and guttering tubes. Children calculate which ones will fit in the tube and will travel down. They shout, 'whee,' as they place balls in the guttering, then laugh in delight as the ball travels quickly down and out of the bottom into a tray of water.

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

- Staff are enthusiastic story tellers. Pre-school children sit and listen to a story about the 'Jolly Christmas Postman'. Staff enthusiastically read the story, adapting their voices, to keep all children engaged. Children are curious about the story. Staff ask open-ended questions, allowing time for children to answer. In other rooms, staff encourage children to use books to support their play. Toddlers listen to a story about colours, following a conversation about the colour of the trains they are playing with.
- Children behave well. They are polite to one another and take turns with resources. For example, younger children take turns using a dustpan and brush to sweep oats off the floor. They decide if the oats need to go in the 'ordinary bin' or the 'recycling bin'. Staff are positive role models for children. In the baby room, staff members initiate turn taking when babies feel various sensory books.
- Meals are freshly prepared each day and are nutritious and inviting. The nursery manager arranged for a dental professional to come and speak to the children about the importance of oral hygiene. Staff ensure that children follow good hygiene practices. For example, children wash their hands after using the toilet and before handling food. Staff clean children's faces when needed. At times, staff rush in to help children with tasks before waiting to see if they can manage these themselves. This does not fully encourage children's developing

independence.

- Children with special educational needs and/or disabilities make rapid progress at the setting. There are good systems in place to ensure children receive swift and targeted support. Staff use Makaton signing and visual aids during conversations and play, to ensure that all children can communicate. The manager understands that early intervention is key, and all children are well supported.
- Staff provide opportunities for children to learn about diversity in modern Britain. For example, children recall words they have been taught from members of staff. They confidently use words in Portuguese to give thanks to each other. This contributes to children's understanding about the wider world and the use of different languages.
- Parent partnership is effective. Parents compliment the nursery on their professional and caring manner. Parents state that the nursery has become 'part of their family'. Lines of communication are strong, and staff ensure they meet regularly with parents to discuss their children's progress.
- Staff are well supported by the passionate and knowledgeable manager. The manager supports the mental well-being of all staff. Regular supervisions and ongoing meetings ensure that staff feel happy and secure in their role and have opportunities to continue their professional development.

Safeguarding

The arrangements for safeguarding are effective.

The manager has a strong commitment to safeguarding children and their families. Staff receive regular training. The manager and director ensure that safeguarding updates are shared effectively during team meetings and in conversations during supervisions. Staff can identify signs of abuse and have robust procedures in place to report concerns about children's welfare. They demonstrate a good understanding of what to do if they have any concerns about members of the staff team or management. Staff ensure every area is thoroughly assessed for risks and respond swiftly to any accidents or incidents that occur.

What does the setting need to do to improve?

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

- encourage and support children to try and complete more tasks for themselves and develop their independence skills even further.

Setting details

Unique reference number	EY420405
Local authority	Hertfordshire
Inspection number	10235491
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	40
Number of children on roll	47
Name of registered person	Gabriel, Mary Katherine
Registered person unique reference number	RP905648
Telephone number	01442 822 255
Date of previous inspection	10 March 2017

Information about this early years setting

The Marmalade Cat Day Nursery registered in 2011. The nursery employs 10 members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Clarkson

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 this into account in their evaluation of the provider.
- The manager and director joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with the manager and the director about the leadership and management of the setting.

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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