

Inspection of Joelily LLP T/A Marylands Private Nursery School

Bloomfield House, 86 Pope Lane, Penwortham, Preston, Lancashire PR1 9DE

Inspection date:

26 January 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children build exceptional bonds with staff and flourish at this wonderful nursery. They are highly motivated, confident and exceptionally enthusiastic learners. Children demonstrate that they feel very safe and secure. They keenly explore the purposefully organised learning opportunities. Children use paint and pencils to create highly detailed pictures. They describe their masterpieces using their wonderful imaginations and extensive vocabulary. Older children immerse themselves in their learning by frequently making choices about how they wish to spend their time at nursery. They delight as they move freely between the outside and indoor areas all day long. All children make exceptional progress in their learning and development.

Children's behaviour is excellent. For example, they show thoughtful consideration and respect for other children during role play. Children eagerly respond to staff's questioning and patiently listen to their friends while they are speaking. They concentrate very well, becoming fully absorbed in activities. Children demonstrate resilience as they keep on trying. They beam with pride as staff acknowledge their achievements. Children benefit from additional experiences that further aid their learning and development, such as yoga and assembly performances for parents. Staff acknowledge parents' anxiety at leaving their children for the first time. They provide parents with multiple forms of communication, along with photos, to help them feel at ease as their child settles into the nursery.

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

- Leaders confidently share the ambitious curriculum and vision for the setting with the highly experienced staff. Staff benefit greatly from the coaching and mentoring they receive. This is exceptionally well underpinned by the manager's calm and motivating leadership style, and her strong relationship with her staff team. Staff consistently report high levels of support for their well-being through team meetings, training days, supervision meetings, and focused actions for professional development. Strong shared values between leaders and staff mean that children receive the highest quality of education.
- Staff have an excellent knowledge of the skills that all children need to develop, right from the very start of nursery in the baby room. They understand how to sequence children's learning very well. For example, during a frog play activity, younger children are mesmerised by staff modelling counting through song. They copy the counting songs and soon understand the concept of one, two, three. Older toddlers confidently hold up the correct number of fingers as they sing. All children are completely engaged in their learning and achieve the best possible outcomes.
- The management team and staff make excellent use of their very strong links

with the local community. They are highly successful at giving children rich experiences that promote their care and understanding of other people. For example, children distribute 'kindness cookies' to neighbours when difficult events happen. This was an initiative used to support children with resilience and understanding when the nursery had a fire and following the passing of Her Majesty the Queen. This helps children to develop an excellent understanding of people, communities and the wider world.

- Staff place an extremely sharp emphasis on supporting children's communication and language skills. Children become very competent communicators and develop excellent language skills. Toddlers excitedly 'splash' toy frogs into water, while older children enthusiastically talk about using the real-life vegetables to make dinner in the outdoor area. Staff model and extend children's language effectively, providing a commentary for children's play. They expertly adapt familiar rhymes into role play. Children pretend to sit the frog on a speckled log, and wash them all away. There are ample opportunities for children to develop their speech and language skills through stories and rhymes during their day.
- Staff focus on giving children the information and skills that they need to make ongoing healthy lifestyle choices. They have many conversations with children about the importance of making healthy choices. Children thoroughly enjoy the setting's healthy home-cooked meals. They learn about the links between healthy food and good dental hygiene.
- Members of the management team focus strongly on staff well-being, recognising the positive impact this has on children's emotional development. Using the excellent engagement with their community, they understand the needs of individual families and help to ensure that every child has the same outstanding opportunities. They join up with the local primary school to give nursery children shared experiences. Children also enjoy community events, such as open-air theatre shows, along with weekly visits to the library or charity shops on the bus. Leaders understand the importance of early years education and help children to build firm foundations for life-long learning.
- Children who speak English as an additional language are extremely well supported. They have opportunities to hear their home language in play, and build on this when staff also support them to develop their understanding and range of English words. Staff provide a highly inclusive environment where all children are individually valued.
- Children play extremely cooperatively together. They listen intently and respond positively to staff. Children beam with pride as staff acknowledge each other's achievements, for example when a child's artwork from home is praised and shared with everyone. As a result, children are exceptionally kind and courteous in their play. Their behaviour is exemplary.
- Parents speak extremely highly of the nursery. They comment that staff truly go above and beyond with the support they offer. Parents praise the thorough communication they receive about their child's learning, and comment that they build strong relationships with staff. They state they are always kept very well informed about their child's learning. Parents say their children are making incredible progress at the nursery and regularly come home demonstrating the new skills and vocabulary that they have learned.

Safeguarding

The arrangements for safeguarding are effective.

There is a very strong culture of safeguarding within the nursery. Children's safety and well-being are highly prioritised. Staff ensure that the environment is free from risk and is safe and secure. Regular safeguarding training and ongoing reflection at staff meetings help to ensure that staff's knowledge and understanding are up to date. Staff are confident in identifying signs that may indicate a child is at risk of harm, and they know who to speak to for advice. The owner implements robust and comprehensive recruitment procedures. These include stringent background checks and a very thorough induction process to help ensure that children are cared for by suitable adults.

Setting details

Unique reference number	EY309455
Local authority	Lancashire
Inspection number	10262881
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	102
Number of children on roll	83
Name of registered person	Joelily LLP
Registered person unique reference number	RP525639
Telephone number	01772 748157
Date of previous inspection	6 April 2017

Information about this early years setting

Joelily LLP T/A Marylands Private Nursery School registered in 1979 and is situated in Penwortham, Preston. The nursery employs 20 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6, one holds level 5, one holds level 4, and 12 hold level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Suzy Marsh

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.
- The owner, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- 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 joint observations of group activities 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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