

Inspection of Marsh Lane Day Nursery Ltd

64 Marsh Lane, Yeovil, Somerset BA21 3BX

Inspection date: 9 February 2023

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 are friendly, warm and welcoming at this nursery. They know the children well and form good relationships with them. Children are happy and relaxed in the well-organised environment. Staff have set routines so that children can predict what will happen next. This helps children to feel safe. Staff use praise and encouragement to motivate children. This develops their confidence and self-esteem.

Staff form good relationships with parents and carers. They keep parents informed about their children's learning via an online application and with regular progress reports. Parents feel safe leaving their children at the nursery and feel that they are well cared for.

Children behave well and show good attitudes towards learning. Staff manage children's behaviour effectively. They explain why certain unwanted behaviours are unkind, to help children understand how to behave. They teach children how to cooperate and share. This helps children learn the social skills they will need for the next stage in their education.

The manager is very reflective and regularly uses feedback from staff and parents to improve the nursery. She looks for gaps in staff knowledge and organises training to address them. She thinks about the well-being of her staff and gives them time to plan activities and think about the needs of their key children. Staff like working at the nursery and feel the manager considers their views and opinions. This makes them feel valued.

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

- Staff get to know the children well. They ask parents to provide information about events happening outside of the nursery. They use this information to plan activities for children. For example, staff help children to make birthday cards for family members. They ask parents to provide pictures of their pets from home for an activity about animals. This helps to make learning meaningful for children.
- Staff sing songs, read stories and get involved in imaginative play across the nursery. For example, staff encourage children to act out stories while introducing new vocabulary, such as 'crunchy' and 'soft'. They encourage children to be creative in their play, using cardboard boxes as different props such as museums and boats, for example. They carefully narrate what children are doing. This provides children with a language-rich environment and helps them to develop good speech and language skills.
- Staff think about individual children's interests when planning activities. This

motivates children to join in with activities and encourages a good attitude towards learning. Staff know what they want children to learn and plan activities accordingly. However, at times, staff try to cover too many concepts in one activity and lose focus on the learning outcome. This means that some children do not develop an in-depth understanding of each individual aspect.

- Staff encourage children to be independent across the nursery. They support younger children to wipe their own noses and to dress themselves. They encourage older children to use a knife and fork and patiently model how to do this. They develop children's perseverance skills, providing encouragement and praise for children who 'have a go'. This gives children the skills they will need when moving on to school.
- The nursery cook provides a good range of healthy, homemade meals and snacks. The manager asks for input from parents about the foods that children like. She refreshes the menu regularly to ensure that children eat a wide range of foods. However, staff miss opportunities to teach children about the benefits of these healthy meals. This means that children are not learning about the importance of eating a nutritionally balanced diet.
- Staff adapt routines and activities to suit the needs of each child. They are flexible with settling-in processes. They understand that some children take longer than others to separate from their parents. Staff support children with special educational needs and/or disabilities (SEND) well. They work closely as a team to create individualised support plans for children. They trial support strategies and regularly review how they are working. They refer to external agencies and professionals for further support when needed. This helps children with SEND to make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide frequent refresher activities to ensure that all staff have a sound understanding of their safeguarding responsibilities. They provide safeguarding surveys to identify gaps in staff knowledge and quickly address them. Staff know what action to take if concerned about a child's welfare. Staff carry out frequent risk assessments to ensure that the environment is safe and suitable for children to use. The manager carries out safer recruitment procedures to ensure that all staff are suitable to work with children. Staff complete induction processes to ensure that they have all the information they need to keep children safe.

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 have a sharper focus on what they intend children to learn so that their teaching is consistently targeted to support children's in-depth learning

- help staff to provide clear and consistent messages about healthy eating to give children the knowledge they need to make healthy food choices.

Setting details

Unique reference number	142873
Local authority	Somerset
Inspection number	10263191
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	34
Number of children on roll	73
Name of registered person	Marsh Lane Day Nursery Ltd
Registered person unique reference number	RP518056
Telephone number	01935 410563
Date of previous inspection	24 April 2017

Information about this early years setting

Marsh Lane Day Nursery Ltd opened in 1995 and is located in Yeovil, Somerset. It is open each weekday, from 8am to 6pm, throughout the year, except for bank holidays. The manager holds an early years qualification at level 5. Of the remaining 12 staff, 10 hold a level 3 qualification, one holds a level 2 qualification and one is unqualified. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Rogers

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 inspector and the manager conducted a learning walk to discuss how the nursery is organised, including the curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed staff interactions with children and the impact these have on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- A joint observation with the manager was carried out, and discussions about the quality of the teaching observed were held.
- Parents shared their views with the inspector, and these were considered to assess the effectiveness of partnerships with parents.
- 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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