

Inspection of Marlborough Pre-School

Cranham Community Centre, Marlborough Gardens, Cranham, Essex RM14 1SR

Inspection date: 9 November 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

Children arrive at nursery eager to start their day. They separate confidently from their parents and are greeted warmly by staff at the door. Children are encouraged to take part in routines, which helps them to develop a sense of responsibility at an early age. They look for their peg as they come in, hang their coats up and take their photo in to self-register their arrival. Staff support children's communication and language development by asking open-ended questions. This helps children to engage in conversations that develop their creative thinking and make connections in their learning and experiences. Staff work closely with parents to share information, which supports children to make good progress in their learning and development.

Children receive warm and nurturing care, which helps them to be comfortable in the environment. They move around with confidence, accessing the resources available to them. A well-resourced book area helps them to develop a love of books. They access these independently, sitting in small groups and talking about what they are seeing. With gentle adult guidance and support, they put books back with care when they have finished looking at them. This helps children to develop a sense of responsibility towards their environment. Leaders and staff plan an appropriate curriculum for all children. This leads to staff having a secure understanding of the learning intentions for activities based on children's individual needs, helping them to make good progress in their learning and development.

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

- Staff assess children's needs and work sensitively with parents and carers to plan next steps. Regular updates keep them informed of the progress their children are making. The nursery requests support from external agencies, as needed, in a timely manner.
- Staff use opportunities throughout the day to promote British values. Children are encouraged to listen to each other and value each other's opinions. They take part in cultural celebrations and traditions, helping them to celebrate differences and similarities.
- Staff encourage positive behaviour in children throughout the day. They praise expected behaviours and guide children to negotiate their needs in their play with each other. This helps children to develop their social skills and make friends with each other. However, staff do not consistently ensure that children understand the impact of their actions on others.
- Breakfast time provides an opportunity for children to make choices in what they want to eat and for them to do things for themselves. Staff encourage them to take a bowl and spoon and pour their own milk. Children respond by having a go and taking pride in what they achieve.

- Children know routines and boundaries well. There is a calm atmosphere as they collect their lunch boxes and take their seat at the table. Staff talk about 'yummy' and 'healthy' food which will help children to develop strong muscles. They encourage children to do things for themselves and are nearby to support those who need it as they develop their self-help skills.
- Staff plan activities to promote children's learning and development. Children are supported to put aprons on as they take part in painting activities. They develop their hand-eye coordination as they choose different colours of paint and use brushes to create pictures. Staff talk to them to ask what they are painting, which supports their imagination and thinking process. On occasion, the way activities are planned means that some children are not able to fully join in and miss out on possible learning.
- Care routines are sensitive and respectful. Staff use visual cues to seek children's permission, for example to change a nappy, helping them to understand what will be happening. Adults use the time to talk to children about what they are doing, helping them to be a part of the process.
- Parent partnership is a great strength here. Feedback shows that parents value the service they receive. They welcome the strategies and suggestions that the nursery makes to help their children's learning and development. They share that this joint working has helped their children to learn new things as well as help them with their children's behaviour.
- Staff speak highly of the leadership team and of the support they receive. They share that the manager is always available when they need them. One-to-one supervision and development opportunities help them to keep up to date with their learning. This has contributed to a motivated staff team that feels valued and supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure and confident knowledge of safeguarding and child protection. They fully understand the signs and symptoms of abuse that may highlight a risk of harm for children. Staff respond to identified concerns efficiently. Leaders ensure staff attend regular safeguarding training to keep their knowledge up to date. Opening and closing checks are undertaken to ensure the premises are safe for children. Comprehensive risk assessments are undertaken, and the premises are cleared of any identified hazards. Robust recruitment procedures are in place to ensure the suitability of those who work with children.

What does the setting need to do to improve?

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

- review the way that adult-led activities are delivered so that all children can take

part and benefit from the planned learning intentions

- fully develop and embed behaviour management strategies so expectations are consistent and children understand the impact of their actions on others.

Setting details

Unique reference number	EY265517
Local authority	Havering
Inspection number	10301093
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	45
Name of registered person	Marlborough Pre-School
Registered person unique reference number	RP521526
Telephone number	01708 220 941
Date of previous inspection	8 January 2018

Information about this early years setting

Marlborough Pre-School registered in 2003. It employs 10 members of childcare staff, of whom six hold appropriate early years qualifications, including one who holds qualified teacher status. The pre-school opens Monday to Friday from 9am to midday, and in the afternoon from midday to 3pm, during term time only. The provider is in receipt of funding for the provision of early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rehema Essop

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk of the provision and explained their approach to learning.
- A leadership discussion was held with the manager.
- The inspector gained some views from parents about the nursery provision.
- The inspector observed interactions between staff and children.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.

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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