

# Mallards Wood Daycare

157-159 St. Barnabas Road, Woodford Green, Essex, IG8 7DG

<b>Inspection date</b>	14/11/2013
Previous inspection date	18/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff support children to learn and develop effectively by providing them with a good range of play experiences, both planned and unplanned.
- Staff work closely with parents so develop effective relationships with them, which helps children to settle and feel safe.
- Good resources provided by staff means that children make choices about their play.
- Strong leadership and close management support staff to develop professionally.

### It is not yet outstanding because

- Staff miss opportunities to enhance children's mathematical development through the use of more mathematical language when interacting with them during play and routines.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children at play and staff's interaction with them.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector and the manager completed a joint observation of the children.
- The inspector spoke to staff, the provider, parents and the manager.

## Inspector

Caroline Preston

## Full report

### Information about the setting

Mallards Wood Daycare registered in 2004. It is owned by Mallards Wood Group Ltd and is situated in the Woodford area of the London Borough of Redbridge. The nursery is open each weekday from 7.30am to 7pm all year round. There is an enclosed garden for outdoor play. There are currently 66 children on roll, who are all in the early years age group and some of whom attend on a part-time basis. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery currently supports children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs 15 members of staff, including the manager who is supernumerary. All staff who work directly with the children hold appropriate early years qualifications. The nominated person holds Early Years Professional status and two members of staff are working towards this qualification. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

### What the setting needs to do to improve further

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

- enhance children's use of mathematical language by encouraging them to talk about weight, size, capacity, position and distance.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff provide children with many good learning experiences which help them to progress to their next stage of learning. Staff undertake initial observations and assessments to find out children's starting points when they join the nursery and then move children on through planning for them. Parents contribute to their child's assessments by sharing what learning children have made at home already, therefore developing good relationships with their child's key person. This helps children to settle and build confidence from the start. Staff effectively support children with special educational needs and/or disabilities to meet their needs and promote equality of opportunity. Staff work closely with external agencies to develop personalised learning plans to help children progress and develop well. Staff support children learning English as an additional language by speaking to the child's parents about the languages spoken, using visual aids and key words from the child's home language.

The quality of teaching is good, staff question and support children during play. They remodel language, challenge children's ideas and offer activities to meet the child's developmental levels. Staff sit with children at registration time when they ask children to

describe how they are feeling and give reasons for their feelings. Staff encourage children to identify their name cards and talk about the day, time and month. This supports children to express their feeling and emotions, and to be confident about speaking and listening in small groups. This also helps children to begin to learn about letters and sounds and develop early literacy skills.

Staff provide good outdoor learning experiences for children, who enjoy running, climbing and balancing so they therefore develop good physical skills and coordination. Staff talk to children about days and dates of the week and month introducing numbers. However, they miss opportunities to further enhance children's understanding of mathematics through the use of more mathematical language during their interactions with them. Children begin to understand the world around them, as staff provide a range of good programmable toys. They organise trips to the library and help children with activities such as planting and growing activities so they learn about nature. Staff provide children with many play experiences that support their growing imaginations, for example encouraging them to use the many different role play resources. Children enjoy dressing up in different costumes and playing. Children enjoy blowing bubbles in the water using long straws, and they become excited as the bubbles grow in the water and float away. Staff provide lots of painting activities and leaf rubbing activities using crayons, all of which support children's creativity and their next stage of learning.

### **The contribution of the early years provision to the well-being of children**

Staff support children to form close relationships with them by implementing a robust key person system. Staff bond well with children making sure they are settled and happy and their needs are met. Staff interact effectively with children providing a stimulating, safe environment. They undertake daily risk assessments, removing any hazards to keep children safe. Staff are good role models; they are caring and affectionate with the children and respectful towards each other. They offer children lots of cuddles and praise and are gentle when handling and talking to the children to support their emotional well-being. Staff teach children behaviour rules so that they understand the nursery's rules, and as a result, children behave well. Children learn about differences as staff provide good play resources that show positive images of others in the world around them. For example children use dual-language books, puzzles, dolls and dressing up clothes, and staff celebrate different festivals with children.

Staff support children in learning how to keep themselves safe, by talking to them about road safety and offering them opportunities to explore. Young babies move easily around the playroom as they are closely supervised by staff, and older children enjoy balancing, running and using wheeled toys in the garden. Staff encourage children to wash their hands before eating and after using the toilet so they learn good hygiene practices. Staff undertake robust nappy changing routines, effectively meeting the needs of younger babies by ensuring they are clean and comfortable.

Staff understand safeguarding procedures well and they know how to refer any concerns to the named officer within the nursery to protect children's welfare. Staff supervise

children closely and meet the required adult to child ratios at all times so they keep safe. Staff complete accident records and daily registers as part of their daily safeguarding measures. The staff are deployed well so that children are kept safe at all times in the nursery environment. The management team use the closed-circuit television (CCTV) within each playroom to make sure children are being cared for well by staff.

Staff provide a stimulating environment both indoors and outside, which means children make their own choices about their play and are always interested in learning, so progress well in all areas. All of which helps children prepare for their next stage of learning. Staff have good links with local schools as they share reports of children's progress and make regular visits with the children to prepare them for the school environment.

### **The effectiveness of the leadership and management of the early years provision**

Leadership and management are strong because the provider now plays a big role in the running of the nursery and is on site four days a week. She closely monitors the nursery and meets with staff regularly to make sure that the nursery makes good progress by implementing regular improvement plans. The nursery's robust self-evaluation systems help the staff to identify any weaknesses and drive improvement in their practice and the outcomes for children. The management team support staff to progress in their professional development by attending further higher training courses paid for by the provider. The nursery has recently completed quality assurance training, which has led to staff being able to develop and improve the garden by making the space a better learning environment for children.

The management team monitor staff well and undertake regular supervisions and appraisals, enabling them to identify any concerns and support staff to improve their practice to have a positive impact on children. All staff have been vetted in detail and are suitable to work with children. All records for staff are in place and kept secure in the nursery. The nursery holds current public liability insurance and all staff are first aid trained, which helps keep children safe.

The management team understand and implement the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage well. Staff work closely with parents as they share each child's records of achievements and hold regular parents' evenings to keep them informed about their child's care and progress in their learning and development. Parents are informed of any accidents or known injuries on the day of the incident so they are aware of any possible impact on their children's health and well-being. Management fully investigate any such incidents through the use of CCTV and interviewing staff, so that parents know how an injury occurred. Staff have good links with external agencies enabling them to put plans in place with them to support children's specific additional needs and to help them to make good progress from their starting points.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY273292
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	939128
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	56
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Mallards Wood Group Ltd
<b>Date of previous inspection</b>	18/03/2013
<b>Telephone number</b>	0208 498 9739

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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