

The Marmalade Cat Day Nursery



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

Inspection date	10 March 2017
Previous inspection date	20 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are kind and caring. They have an effective key-person system in place. This works well in supporting new children to settle in quickly. Children develop secure attachments with staff who respond well to their needs.
- Children's language development is encouraged through the range of activities available. For example, they enjoy using magnets to find hidden toy bugs and insects in the sand. Children are encouraged to talk about and describe the insects they find. They talk about the size, colour and where they may live.
- The management team carries out regular supervision meetings with staff. Staff are encouraged to evaluate their own practice. Together they discuss improvements and identify training designed to help develop their practice.
- Children develop their physical skills while playing outside. They enjoy climbing on equipment and riding on push-along toys. Children eagerly take part in digging and planting activities. They search for bugs outside and delight in looking closely at them through magnifying glasses. Children recognise and name the bugs they find.

It is not yet outstanding because:

- Staff do not always involve parents enough in assessing the starting points for children's learning. They do not seek enough information from parents about what children already know and can do when they first start.
- Although staff respond to children's behaviour, on occasion they miss opportunities to provide clear guidance about what is acceptable behaviour to support children's understanding.

What the setting needs to do to improve further

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

- seek more information from parents about what their child already knows and can do when they first start, in order to involve parents more fully in the assessments of the starting points for children's learning
- ensure staff respond consistently to provide clear guidance to children about what is acceptable behaviour.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector observed and discussed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Michelle Baldock

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have good knowledge about the signs and symptoms of abuse to be aware of. They know the procedures to follow and who to contact to pass on any such concerns. Staff attend regular safeguarding training to keep themselves updated. They monitor the assessments of children's progress and development to identify any gaps in learning. Targeted support is provided where needed. Staff keep parents informed about what children have been doing and how they are achieving. All the staff are involved in evaluating their practice at the nursery. The views of parents and children are gathered and these are incorporated into any plans for development and improvement.

Quality of teaching, learning and assessment is good

Staff ensure all children receive challenging and enjoyable learning experiences. Older children explore the sounds that instruments make; they learn about what each one is called and how to play them. Staff teach them about playing the instrument slowly, fast, quiet and loud. Children sing along to their favourite songs while playing the instruments. Staff support younger children's understanding of the world around them. They enjoy pretending to walk some toy animals in the straw and sand. Staff ask children to find different animals. They repeat back to them what they are called, which supports children's pronunciation of words. They look at a variety of books about different animals that can be found on a farm. Staff ask children questions to promote their thinking and encourage them to join in with conversations and to share their views.

Personal development, behaviour and welfare are good

Children are eager to develop their independence skills, such as putting on their coats for outdoor play and serving themselves their food at mealtimes. They are provided with healthy nutritious meals. Staff talk to children during mealtimes about the food they are eating. They discuss what food is good for them. These are some of the ways that children learn about living a healthy lifestyle. Staff encourage them to take part in everyday tasks, such as tidying up toys and clearing the tables ready for mealtimes. Children are reminded to wash their hands before mealtimes and after messy play. They take part in activities to learn about different festivals, which helps children learn about the differences and similarities of each other.

Outcomes for children are good

Children make good progress in their learning and develop the skills needed in readiness for starting school. They are keen to take part and eagerly join in with all learning opportunities offered to them. Young children squeal with delight while playing a game of peek-a-boo with staff and older children enjoy building and counting how many bricks there are to the top of their towers. Children develop their imaginative skills as they dress up as superheroes and pretend to rescue one another.

Setting details

Unique reference number	EY420405
Local authority	Hertfordshire
Inspection number	1065631
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	46
Number of children on roll	77
Name of registered person	Mary Katherine Gabriel
Registered person unique reference number	RP905648
Date of previous inspection	20 November 2013
Telephone number	01442 822 255

The Marmalade Cat Day Nursery was registered in 2011. The nursery employs 18 members of childcare staff. Of these, 12 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.

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