

Marcham Little Angels (Nursery, Pre-School And After School)

Anson Field, Morland Road, Marcham, Abingdon OX13 6PY



Inspection date	22 October 2018
Previous inspection date	13 February 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager is highly qualified, well organised and aspirational. She leads and continues to develop the hard-working, skilled and enthusiastic staff who have their eyes firmly set on providing high-quality care and learning for all children.
- The manager monitors the rate of children's progress across every aspect of their learning. She accurately identifies where children are not making expected levels of progress and works with her staff and children's parents to find timely solutions.
- Staff successfully capture children's interest and involvement in many different aspects of their community. For example, they learn new sports and exercise on the playing fields. They visit senior members of the community for lunch and listen to Bible stories with the church youth pastor.
- Children are emotionally, socially and academically well prepared for school. They enjoy additional responsibilities, such as having a book bag, and explain that they will join friends at school when they have mastered a few more skills.

It is not yet outstanding because:

- Staff do not fully recognise or use opportunities to develop children's thinking and problem-solving skills as they play and investigate.
- At mealtimes, staff do not consistently help children to make good decisions about how much they eat, how healthy it is and how they manage their lunch boxes.

What the setting needs to do to improve further

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

- develop children's thinking and problem-solving skills even further to help them make more-rapid progress in their learning
- develop children's independence and ability to make healthy and balanced choices during mealtimes, to help prepare them for school and other activities in the community.

Inspection activities

- The inspector observed, listened to and talked with children as they played indoors and during outdoor play.
- The inspector talked with parents and listened to their views about the nursery and their children's progress.
- The inspector looked at children's records, discussed staff's planning and evaluation of activities, and discussed how they exchange information with parents.
- The inspector reviewed records and procedures relating to safeguarding and risk assessment, and discussed a range of other procedures relating to children's welfare with the manager.
- The inspector observed care routines and completed a joint observation with the manager. Together they discussed how staff's training has contributed to children's learning and development.

Inspector

Helen Robinshaw

Inspection findings

Effectiveness of leadership and management is good

The manager is making good use of her professional network and self-evaluation to continue to raise the quality of practice across the nursery. For example, new play areas, better access to materials and more-informed teaching have increased children's enthusiasm for practising pre-writing skills. The manager works closely with the staff and accurately identifies areas for further professional development, such as the current focus on teaching early speaking skills. She checks that staff know how to identify and respond appropriately to any child protection concerns. Safeguarding is effective. The manager follows good procedures to recruit, induct and coach staff. She makes sure that staff are and remain suitable to keep children safe and secure across all areas of the premises.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's achievements when they join the nursery. This helps them to plan activities that interest and challenge children appropriately. For instance, staff equip a role-play area with a diverse range of fruit and vegetables for children to explore. Children notice similarities between leeks and onions as they peel off layers. They link radishes with stories of famous rabbits and retell favourite storylines. Staff encourage children to compare the length of different carrots and check if they can order them by size before pretending to make soup.

Personal development, behaviour and welfare are good

Staff are very attentive, reassuring and receptive to children's individual needs. Babies and children who are new to the nursery quickly settle in. They soon gain the confidence to explore further and investigate different materials, such as sand, water, mud, wood and bricks. Staff share their informed observations with children's parents and together they celebrate children's strengths and provide more help where it is needed. For example, when children tend to dominate group play, staff calmly model effective teamwork and negotiating skills. Anticipating the excitement of pretending to be a firefighter, children listen as they wait. They copy ways of asking politely to take their turn and with great delight master how to pump water over the paper flames.

Outcomes for children are good

Overall, children make good progress and are well prepared for the next stage in their learning. Toddlers continue to enjoy mixing with playmates in the community and play confidently with older friends at nursery. Children who are learning more than one language catch up with their age group before they start school. Older children begin to sing and work together as a team. They learn to appreciate the different ideas and interests of other people in their community. Children are practised in making links on computer screens and in controlling pens, pencils and other small tools.

Setting details

Unique reference number	EY497428
Local authority	Oxfordshire
Inspection number	10080353
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 10
Total number of places	46
Number of children on roll	65
Name of registered person	Helen Corcoran and Kaye Merriman Partnership
Registered person unique reference number	RP903912
Date of previous inspection	13 February 2018
Telephone number	01865 819992

Marcham Little Angels (Nursery, Pre-School And After School) registered in 2016. It is open each weekday from 7.30am to 5.30pm, for most of the year. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. There are 14 staff, nine of whom hold relevant qualifications at level 2 or above. One member of staff holds qualified teacher status and another holds early years professional status. The provider also operates a breakfast club and an after-school club for children who attend Marcham Primary School only.

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