



Aisha

Inspection report for early years provision

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| Unique Reference Number | EY292646 |
| Inspection date | 25 July 2006 |
| Inspector | Sarah Taylor |

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| Setting Address | Farrer Road, Manchester, Lancashire, M13 0QX |
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| Registered person | The Big Life Company |
| Type of inspection | Integrated |
| Type of care | Full day care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Aisha opened in 2004 and is managed by the Big Life Company. It is situated in the new Sure Start premises in Longsight, Manchester. The accommodation includes a room for babies under two years, a room for children aged two to three years and a pre school room. There are two outdoor play areas.

The nursery is open from 08.00 to 18.00 on Monday to Friday, all year except bank holidays and five in-service training days per year. The nursery is registered to

provide care for 46 children. There are currently 36 on roll, of whom 10 are in receipt of funding for nursery education. The setting supports children with English as an additional language.

The staff are suitably qualified and experienced and the setting receives support from the Sure Start Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from infection as staff follow clear hygiene routines, such as using different coloured cloths and mops for different purposes. Tables are wiped and children wash their hands at appropriate times and this further safeguards children's good health. The sick child policy is shared with parents to ensure that children are safe from cross infection. The premises are clean and well maintained and there are staff employed to clean the nursery each evening.

Children's good health is fostered through the provision of healthy snacks, such as a selection of fruit like pear, orange and banana. Children sit together and enjoy their snack as staff chat to them about what they are eating. For example, staff tell children about the orange pips growing into orange trees. They enjoy a healthy cooked meal provided by an external catering company, who ensures that individual dietary needs are catered for, such as halal and vegetarian. Children learn to feed themselves and use cutlery and crockery that is appropriate to their age and stage of development. Children have access to fresh water throughout the day and staff encourage younger children to drink regularly. This ensures that children are sufficiently hydrated and promotes their good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is well maintained as the staff have good routines and procedures in place to ensure that they are secure. For example, there is a reception area to the building and the nursery has a key pad entry system. The outdoor area is surrounded by high fencing and there are tall gates, which are padlocked, ensuring the safety of the children from intruders. Fire evacuations are practised monthly to ensure that children and staff are fully aware of procedures. Any safety issues are identified and are addressed immediately. For example, daily risk assessment records show the action taken when socket covers were missing.

Children have the benefit of spacious rooms, which are well ventilated and lit by natural light. They can move around freely without risk of injury. The facilities used by children are well designed at the children's level so that they can use them easily. Toys and equipment are provided and are appropriate to the age and stage of development of the children attending the nursery. This further ensures their safety.

Children's welfare is protected as staff have a very good understanding of the signs and symptoms of abuse. They understand their responsibility to protect the child and have clear procedures for reporting and recording any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and make good progress. Younger children are able to explore and investigate using wet and dry sand, water, construction toys, small world toys, role play toys, books and art equipment. They sit well together and listen to the story about 'Ginger' and enjoy singing 'Heads and shoulders' and dancing to the music. Children are praised when they sing 'I'm a little teapot' independently. There are opportunities for babies to shake bottles filled with water and bang tins and tubs. They enjoy sensory displays with shiny card and mobiles.

Babies' language is skilfully developed as staff echo the sounds made by them and use words to move their speech on. For example, the baby says, 'baba'. The member of staff then repeats this and states, 'baby, yes'. Staff speak to the children on their level and value what the children are saying.

Staff plan well using the Birth to three matters framework. They plan individual targets for the children and make regular observations and evaluations of progress made towards targets. They then use the observations to plan the next targets for the child. This method is also used to plan for the next steps in development for the children receiving nursery education.

Nursery Education

Children are confident and are developing independence skills well. For example, they help themselves to an apron so that they can go into the water tray. They help to tidy up with little prompting and enjoy helping with the dinner time routine. They happily express their feelings about their friends and hug and hold hands stating, 'I love him'.

Children learn about print and writing as they enjoy the book area and share stories, or write their name. They are learning the initial sounds of their names as they cut out letters attached to their names for a mobile display. They begin to recognise their name on their coat peg. There are some opportunities for reading development in the role play animal hospital as children can read leaflets about animals. However, there are few opportunities for writing, mathematical development and creative development in the role play area and this prevents children from continuing their learning in a 'real' context.

Children learn to count and write numbers to ten. They enthusiastically calculate as they work out how many one less would be. They explore capacity as they pour water from one container to another and they develop an understanding of positional language in the small world area. For example, they say 'the car is on the road'.

Children are beginning to explore and investigate materials, such as wool, and they

find the items made of wool, state what wool is used for, and make woolly sheep pictures. They match animals to their skin patterns and design and make animals out of boxes and tubes ready to paint. They use the computer, tape player, telephone and till to develop their understanding of technology.

There is a large outdoor area, which gives children the opportunity to develop their physical skills as they ride the wheeled vehicles and run and play on the play road and grassy hills. Outdoor play is planned for and children are learning to be aware of what their bodies can do as they jump, skip and hop. Children can also access a number of tools of different sizes, which enable them to develop their manipulation skills.

Children enjoy free painting and there are some lovely bright pictures of daffodils displayed. Children use techniques, that they have been taught previously, in their free painting. For example, printing a butterfly. There are opportunities for singing and imaginative play during the day.

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and ensure that a good balance across the six areas of learning is achieved through careful planning. They challenge the children to reach their potential. For example, the child is shown how to thread the butterfly and the member of staff then encourages the child and supports her as she does it herself. The staff ensure that the children learn in a well organised and calm environment. Records show that children make good progress in relation to the stepping stones.

Helping children make a positive contribution

The provision is good.

Children are treated with equal concern and their individual backgrounds are valued. Staff use the children's home language as well as English in the setting so that children feel very secure and settle well. They learn about the wider world as they have the opportunity to celebrate a range of festivals within the setting. There are toys and resources, which reflect positive images, and children are able to play with anything that they want to. Children with additional needs are supported.

Children are very well behaved and staff use consistent and appropriate methods of behaviour management. For example, very young children are skilfully distracted and soothed when they become restless, but older children are asked to apologise and are shown the consequences of their actions. The children are polite and staff encourage the use of manners. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents can access information about the setting in a number of ways. For example, on the notice board, through key workers, in daily diaries, and through information that is sent home. They are invited to review meetings with the key worker a number of times throughout the year. This is an opportunity to discuss their child's development and any issues they have. There is a written report and parents can access the observation folders for their child. Information is translated into the parent's home language, when it is appropriate,

using staff or translators from Sure Start.

Organisation

The organisation is good.

The nursery is very well organised with clear routines displayed in each room. This ensures that children feel secure. The rooms are arranged well and provide clear areas for children to enjoy different types of activities. Staff understand their role within the setting and work well together to ensure the smooth running of the group. They keep each other informed of where they are going and what they are doing, for example, when members of staff prepare for lunch. Staff development is a priority and staff attend regular meetings, supervisions and appraisals throughout the year, when their ongoing suitability and training needs are discussed. There is a regular self evaluation process in place, which further helps to improve the care of the children.

Children benefit from staff who have relevant qualifications and experience, and who are appropriately vetted. The policies and procedures support the quality of care and education offered and are continually being updated to reflect current good practice and legislation. Records detail the individual requirements of each child and ensure that the care offered by the setting is appropriate. The register is not completed promptly as children arrive and this puts them at risk, for example, during a fire evacuation.

The leadership and management are good. The management have a clear vision for the future of the setting and include the staff in discussions about improvements to be made. The education provision is monitored well as the manager and deputy look at planning, observations and evaluations of children's development. They observe sessions in the nursery, and encourage staff to do the same, to ensure that areas for development are regularly identified.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the registers for each room are completed promptly as children arrive.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for independent learning in communication, language and literacy, mathematical development, and creative development in the role play area.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk