

MANCAT Openshaw Nursery

Inspection report for early years provision

Unique Reference Number	500134
Inspection date	24 April 2007
Inspector	Patricia Graham
Setting Address	Whitworth Street, Openshaw, Manchester, M11 2WH
Telephone number	0161 953 5995 ext 3723
E-mail	
Registered person	Susan Hart
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?

Mancat Early Learners Openshaw opened in 1991. It operates from two rooms in a purpose built building. It is situated in the Openshaw area of Manchester. A maximum 36 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children have access to enclosed outdoor play areas.

There are currently 37 children on roll. Of these, five children receive funding for early education. The nursery provides care for children whose parents are attending courses within the college and also serves parents who live in the local community. The nursery currently supports a number of children who speak English as an additional language.

The nursery employs eight qualified members of staff.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a nursery, which is maintained to a high standard of cleanliness. Staff implement effective hygiene procedures throughout the day. For example, colour coded mops and cloths are used for different areas. Good nappy changing procedures ensure hygienic disposal of nappies and freshly laundered bedding is provided for all children. This promotes their good health and well-being. Children take responsibility for their own personal care as they wash with individual flannels and brush their teeth at appropriate times. Children are protected from illness and infection because there are clear procedures in place for administering medication and the effective sickness policy is fully implemented in consultation with parents. Also, parents are informed of current illnesses in the nursery and information leaflets are provided outlining possible signs, symptoms and treatment required.

Children learn the importance of healthy eating because they are provided with nutritious foods, which are freshly prepared and well balanced. Their individual needs are well met and staff follow good procedures to ensure food is safely prepared. For example, meals are probed to ensure food is at the correct temperature before being served. Older children serve their own meals and select cutlery of their choice, which fosters their independence. Younger children are totally supported by staff who are close by to offer encouragement. Between mealtimes a designated snack area is freely available to children. They confidently walk over, secure in the knowledge that somebody is sitting there. They enjoy the relaxed occasion as they engage in conversation with their friends and sample healthy snacks such as, apples, breadsticks and dried fruits.

Staff ensure children have opportunities to access regular outdoor play, which contributes to their good health. Children run and play in the fresh air and refine their physical skills as they ride wheeled toys, climb slides and play ball games. As a result, children are developing a good sense of control and coordination over their bodies. They are increasingly aware of how activity affects their bodies as they sit quietly in the book area or relax in the sensory areas. They are able to quench their thirst as they help themselves to drinks, such as milk or water provided in the low level water fountain.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery provides a warm and welcoming environment, which is beautifully displayed throughout with children's artwork and display boards. As a result, children have a good sense of belonging. The nursery is well organised to meet the needs of children attending, for example, children are cared for in base rooms according to their age and stage of development. They are stimulated in the child focused environment as they confidently move around their base rooms. They independently choose activities from a broad range of toys and resources, which comply with the required safety standards.

Staff give high priority to keeping children safe and secure. All required safety features are in place, such as regular checks on gas and electric appliances. In addition to this potential hazards are addressed through the completion of in-depth risk assessments, which promote children's safety. For example, staff complete regular risk assessments of toys, play areas and outings and clear procedures are in place to protect children from harmful sun rays. Children develop

a good understanding about safety through activities and they take responsibility for keeping their environment clean as they help to tidy toys away.

Children are safeguarded because good procedures are in place. Staff have a good knowledge of child protection issues through relevant training. They know and understand the possible signs and symptoms displayed by children suffering abuse. Designated members of the management team are aware of their duty to respond immediately to any child protection concerns, including allegations of abuse. However, minor changes are required to ensure clear written procedures are in place in the event of allegations of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are given choices, which keep them interested and engrossed in their play. They are able to initiate activities of their own choosing. For example, children explore the soft feathers and texture of glue as they create collage pictures; they develop self-help skills as they freely select dressing up clothes from the carousel and engage in meaningful role play. Children are encouraged and supported by the staff that play with them and take a keen interest in what they say and do. Consequently, children have lots of fun and enjoy their time in the nursery.

Children spend their time purposefully and develop their social skills as they play alongside and cooperatively together. The 'Birth to three matters' framework is used very well to provide a wide range of activities and learning experiences for younger children. For example, children develop their creativity as they explore different textures. They relax under silk fabrics in the sensory area and delight in tactile exploration as they become aware of different textures, such as foam, corn flour and water, which they explore with interest.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage curriculum and use this to plan a balanced range of activities across the six areas of learning. Children make good progress towards the early learning goals as staff use effective planning and assessment systems. This includes detailed observations, which are used to inform planning for individual children to ensure their developmental milestones are successfully met. Children display high levels of involvement in activities and are motivated to learn in the stimulating environment. They develop their independence skills as they pour their own drinks with increasing control. They are confident speakers as they talk about the big aeroplanes following a recent outing to the airport. They discuss places in the world, such as local towns and sunny destinations and they thoroughly enjoy listening to stories because the adults tell them with enthusiasm. However, children have fewer opportunities to ascribe meaning to their marks because resources such as, pencils and crayons are not consistently provided.

Children are competent in counting as they sing number songs. They use simple addition and subtraction as they match pairs and count how many flowers and mosaics will fit into the truck. They have lots of time to consolidate their mathematic development as the setting is rich in number and staff successfully ask open ended questions. This develops children's confidence in number. Children show an awareness of change through baking activities as they talk about the texture of cereals and melting chocolate. They are competent using information technology equipment and have regular access to the computer. They move the mouse with increasing control and enjoy pressing keys on the laptop. When the laptop is closed a child tells others 'It's because it needs new batteries'. Children have good opportunities to become aware of the

world around them as they celebrate festivals and sample different foods. They learn about people in the community who help them, such as fire fighters when they visit the nursery. Children use their senses to explore texture and colour as they partake in craft activities to express their own thoughts and ideas. Children move rhythmically as they dance and sing action rhymes with enthusiasm.

Helping children make a positive contribution

The provision is good.

Children are made to feel welcome and valued within the nursery. Their individual requirements are well met because their specific needs are recorded to ensure they are cared for according to their parents' wishes. Staff are very supportive to children who speak English as an additional language. They take time to learn key words and also use good body language, which helps to promote their sense of belonging. Children become aware of the wider world as they freely access resources that promote positive images and they celebrate different festivals, such as Easter, Eid and Chinese New Year. This promotes their self-esteem and strengthens their awareness of diversity.

Children behave well in the nursery because staff adopt a consistent and positive approach as they fully implement the behaviour management policy. For example, the use of star charts and meaningful praise boost children's confidence. As a result, children play cooperatively together. Their opinions are valued and respected as staff actively listen to what they say, which increases their self-confidence. They follow the good role models of staff as they show courtesy to others and play harmoniously with their peers. Consequently, children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Staff and parents work well together to meet the children's needs. Parents receive an abundance of information about the provision for their child. This ensures continuity of care for children. They are continually updated on their child's progress through verbal updates and children's development files are sent home for parents to read and their comments are positively encouraged. Parent's remarks are extremely complementary of the care and education their child receives. Parents receive good quality information about the Foundation Stage curriculum. Plans and activities are shared with parents, which means they can extend their child's learning at home. In addition to this parents take part in activities within the nursery. For example, they visit to read stories in their own language and use their artistic talents as they partake in craft activities with the children.

Organisation

The organisation is good.

Children are cared for in required ratios, which totally supports their learning and development. The nursery is well organised and a good range of activities provide children with stimulating play opportunities. Staff are well deployed and consistently interact with the children to give them effective support and encouragement. This helps children feel safe and secure. Staff access regular training to develop their childcare, knowledge and skills, which has a positive impact on the care provided for children. For example, staff have used their knowledge from training on the 'Birth to three matters' framework to provide increased sensory opportunities for all children.

Leadership and management is good. Effective induction arrangements help staff understand their roles and responsibilities to ensure children receive good quality care and education. The

consistent staff team have good systems for communication and meet weekly to plan and assess children's progress. This has a positive impact on children's learning as curriculum planning focuses on children's next steps. Appraisals ensure staff are well supported in their delivery of the Foundation Stage curriculum. As a result, they provide a harmonious learning environment for children.

All children benefit because staff have a good knowledge of the settings policies and procedures. All required documentation is in place, in line with the requirements of the National Standards. This fully supports children's health, safety and well-being. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the previous care and nursery inspections the provider agreed to: ensure that there is a named person for behaviour management issues; update the child protection statement to include procedures to take in the event of allegations of abuse; review the grouping of children to ensure that learning opportunities are maximised and increase staff knowledge and understanding of the Foundation Stage curriculum.

A named person is now in place and takes overall responsibility for behaviour management issues. Children are cared for in groups according to their age and stage of development. In addition to this staff have updated their knowledge and have a good understanding of the Foundation Stage curriculum, which enhances children's care and learning opportunities. The child protection policy now includes procedures to be followed in cases of allegations of abuse. However, further improvement is recommended to ensure that procedures are clearly recorded. These steps ensure that children's care, learning and well-being are promoted.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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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 the child protection policy is updated to include clear written procedures to be followed in the event of allegations of abuse.

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):

- provide increased opportunities for children to refine their mark making skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk