

# Trafford MBC

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY286057
<b>Inspection date</b>	19 November 2007
<b>Inspector</b>	Deborah Unsworth
<b>Setting Address</b>	Sure Start Partington & Carrington Nursery, Central Road, Partington, Manchester, M31 4EL
<b>Telephone number</b>	0161 912 2122
<b>E-mail</b>	
<b>Registered person</b>	Trafford MBC
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## 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](http://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?

Sure Start Partington and Carrington Children's Centre was registered in 2004. It operates from a purpose built building on Central Road, Partington. The centre is within easy walking distance of the local shopping centre, schools, health clinic, leisure centre and parks. It serves the local area.

The centre provides community facilities, including day care, a crèche and an out of school provision. The crèche opening times are flexible. The nursery is open five days a week all the year round. Sessions are from 07.30 until 18.00. Children attend for a variety of sessions. There are currently 69 children on roll, including eight in receipt of nursery education funding. Children attend for a variety of sessions. The nursery supports children with learning difficulties or disabilities and those who speak English as an additional language.

The centre also operates a toy library to centre users and the community. There is a sensory room and soft play room which is used by the children who attend the centre and also the local community. The centre facilitates parent and children drop in sessions, a baby club, adult training sessions, family support and outreach work.

Fifteen staff work with the children, 12 of whom have a relevant qualification and two are working towards a suitable qualification. The centre has a management team and a clear management structure. All managers have suitable experience and qualifications. The setting receives support from development and advisory staff within the borough.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean, well maintained environment. They stay healthy because staff exercise good hygiene practices in line with the setting's policies and procedures to minimise the risk of cross infection. For example, staff have clearly established routines when cleaning equipment, changing nappies and preparing food. Children gain an understanding of personal hygiene as they are encouraged to wipe their own noses, take themselves to the toilet and wash their hands independently. Pictorial images and signs are displayed in bathrooms to remind children to wash their hands. Records of accidents sustained and medication administered are completed to safeguard children's well-being. Most staff have current first aid training which ensures children receive appropriate treatment in the event of minor injuries.

Children enjoy regular meals, snacks and drinks. Meals are made with fresh produce on the premises each day. Children benefit from very good quality menus which offer them a balanced and nutritious diet. The menus are carefully devised taking into account advice from the dietician who is based at the centre. Staff are committed to keeping children healthy. They have received a healthy eating award and work closely with parents to encourage healthy eating habits. Children develop an awareness of the importance of healthy eating through adopting healthy choices with food, planned activities and everyday practices. For example, children bake bread, play in the fruit and vegetable shop in their role play, print with different types of fruit and talk about fruit 'being good for you.' Babies individual eating needs and habits are met and their feeding routines followed. Children and babies eat at their own pace. Meal and snack times are unhurried, social occasions which help children to learn and enjoy nutritious food and be independent as part of a healthy lifestyle.

Children benefit from fresh air and exercise as they regularly access the recently developed outdoor play area. They clearly enjoy playing outside as they develop and practise new skills. For example, they excitedly use the spades to dig in the garden area, throw balls to each other, ride bikes and chalk pictures of themselves on the playground. Children also benefit from the use of a large indoor soft play area which helps develop their physical skills indoors. Babies benefit from plenty of space and good equipment to develop their physical skills. For example, they crawl comfortably, pull themselves up on the low level furniture and practise walking to explore their toys and environment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children are cared for in a safe, friendly and child centred environment. Notice boards with useful information, colourful posters, photographs of the children playing and children's work attractively displayed creates a welcoming atmosphere. Children and parents are warmly greeted as they arrive. Children have space to hang coats and their own drawer to put pictures and other personal items. They have a very good sense of belonging as they know the routine well, move around the environment confidently and express their needs and thoughts freely.

Generally the playrooms are organised well to provide different areas of continuous play provision. Children benefit from plenty of space. In addition to the playrooms they have regular access to a soft play area and sensory room. There is a wide range of good quality equipment and furniture available allowing the children to play, rest and eat in comfort. Children confidently and independently access some good resources which are stored in clearly labelled low level drawers and cupboards. However, some areas, such as the creative area, home area and some areas outdoors need replenishing.

There are good, effective systems for keeping children safe and secure. Children are well supervised by staff who are alert to their needs and any potential safety hazards. Children's safety and protection is of the utmost importance to staff. They attend appropriate training, have a comprehensive written policy and discuss health and safety issues regularly. Staff conduct daily risk assessments of internal and external areas, record their findings and report any issues that may pose a risk. The children learn about keeping themselves safe through discussion and activities. For example, during a recent topic on 'people who help us,' visitors, such as fire fighters, the police and a lollipop lady visited the nursery to talk to the children about road safety, keeping safe and the dangers of fire. Older children talk about ringing '999' in an emergency. They practise recognising and writing '999.'

The protection of children is maintained as staff have a secure knowledge and understanding of child protection issues. They are aware of their roles and understand the procedures they must follow if they suspect abuse or neglect. A written statement for child protection is in place. Staff have attended child protection training and a nominated member of staff takes responsibility for liaison with child protection agencies.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are motivated and interested in what they do. They are keen to participate in activities, for example, the very young children enjoy choosing collage to stick onto paper to make their own creations. They enjoy being imaginative as they feed the dolls and put them to bed. Staff support the children well throughout the session. They work alongside them and engage with them at a variety of activities and experiences which successfully enhances all children's confidence and learning.

Staff use their good awareness of the 'Birth to three matters' framework to plan interesting activities for children under three years of age. Each child has a development file and staff use their observations to plan activities which build on children's interests and helps move them onto the next stage of their development. Staff plan for some good activities outdoors. However, planning for outdoors is not consistent throughout the nursery and some resources outside need replenishing and reorganising. Children build good relationships with staff who are caring and sensitive towards their needs. Staff offer lots of positive physical contact by means of hugs and cuddles. Consequently children are happy and secure in their care.

Play plans for the crèche facility link to the 'Birth to three matters' framework and Foundation Stage curriculum. They demonstrate a variety of interesting topics and activities on offer to the children. All sessions are evaluated. This enables staff to develop the service and build on good practice, promoting positive outcomes for children. Staff spend time setting up the crèche room before children arrive so that it is welcoming and inviting.

Babies and infants have good opportunities to delight in sensory exploration using all their senses. They become aware of different textures, colours and sounds as they access a wide range of natural materials as well as man made items. For example, treasure baskets, heuristic play materials, paint, sand, water, clay, pasta, shredded paper and musical instruments. Children regularly have opportunities for multi-sensory learning as they visit a specialised sensory room located within the centre. Young children explore clay as they make hedgehogs. Babies have great fun touching and throwing the great mound of shredded paper, staff join in, laughing with the children and talking to the them as they play.

#### Nursery Education.

The quality of teaching and learning is good. Children make good strides in their learning as staff have a good understanding of the Foundation Stage and a firm grip on how children learn. Staff observe and assess all aspects of children's development and learning regularly and evaluate planned activities. They draw on these observations and assessments to extend activities and plan what children need to learn next. However, children's assessments records do not link closely to the stepping stones, to gain an overview of the progress children make towards the early learning goals. Staff provide children with a stimulating, broad and balanced curriculum which meets their individual needs and interests. They are enthusiastic in their teaching methods and conscientious. Staff ask some challenging questions and promote lively discussions in everyday activities. Consequently, children have a positive attitude to learning, they are motivated and show interest in activities, concentrating for long periods of time.

Children are confident and independent in the nursery environment. They serve their own dinners and pour their own drinks. Children know where most resources are kept and they select them independently to develop their ideas. For example, when playing with the dough a child decides that it needs a cutter and independently gets one, another child says 'excuse me' as the child manoeuvres around other children to put the apron back on it's hook. Children enjoy good friendships with each other. For example, they work well together to build a train track and take turns to look at themselves in the mirror. They develop a strong sense of self as they draw pictures of themselves and their families.

Children are confident communicators as they listen carefully to each other's news, ask questions and express their wishes and desires. They are encouraged to listen through fun and practical activities, such as finding out where the music is coming from and using headphones. However, they have few opportunities to link sounds to letters. Children enjoy books and stories. They recall their favourite stories. Children have some good opportunities to write for a purpose. They write shopping lists, letters and make road signs. However, they have less opportunities to mark make spontaneously and independently as materials are sometimes limited and the writing area does not look inviting to children.

Children are developing good mathematical understanding. They count frequently as they play and use mathematical language confidently to describe what they are doing. Children have good opportunities to examine objects and living things to find out more. For example, they go on 'bug hunts' and record their findings on graphs. They learn about the life cycle of butterflies and harvest potatoes to eat. Children use their imaginations well as they construct with a purpose in mind. For example, they use large blocks and planks to make a pirate ship and make models of animals out of clay. Children develop good skills in using technology as they use the computer, tills, telephones and headphones.

Children experience an environment where creativity is valued as their work is beautifully displayed around the rooms. They learn about colour, texture and shape in two and three dimensions as they use junk boxes, glue, paint, pens and collage materials purposefully to make their models and pictures. Children paint, draw and make constructions to reflect their own ideas and feelings. Children's fine motor skills are developing well as they use pencils, paintbrushes, scissors, construction and malleable materials safely and with good control.

### **Helping children make a positive contribution**

The provision is good.

Children are treated with respect and as individuals. Their needs are known because staff discuss and record information about each child on entry to the setting. Staff make an initial assessment of children as they move into a new room. They make regular observations of children to find out their starting points for learning and then plan successfully for their individual learning needs. An effective key worker system is in place, which ensures children are cared for by consistent staff who know them well. As a result trusting relationships are formed. Children with disabilities and learning difficulties are supported very well. The staff work closely with parents and other agencies, of whom some are based at the centre. This ensures children's needs are met and that they are fully included in the life of the nursery. A comprehensive special needs policy and good recording systems ensure that the care of each child is appropriate.

Children learn to understand and have respect for differences as they play with a wide selection of toys and books which have positive images of race, culture, gender and disability. Children are learning to appreciate different cultures and religions through activities and lively discussions. For example, children celebrate different festivals, such as Diwali, Harvest Festival and Christmas. They make Diwali lights, bring food parcels from home and take part in the Christmas nativity play.

Children are well behaved. Staff give them plenty of praise and support for their efforts and achievements. They act as good role models, showing respect and consideration for children and each other. Children are well mannered, kind, enjoy each others company and play happily together. They understand responsible behaviour, such as tidying up, sharing and helping each other. Consequently children develop a good sense of achievement, confidence and self-esteem, and their social, moral, spiritual and cultural development is well fostered.

Partnership with parents and carers is good. They receive some good information about the setting and have access to all policies and procedures. Newsletters keep them up to date with new developments and activities. Staff create a welcoming atmosphere and parents find them approachable, caring and helpful. They ensure that parents know how their children are progressing through daily discussion, photographs, the sharing of children's work and their development records. Parents evenings are planned where information about children's progress is discussed. Parents comments are sought and valued. They speak highly of the provision. Nursery funded children receive monthly letters outlining current topics and play plans are clearly displayed in the room. Parents are actively encouraged to be involved in their children's learning. They receive a booklet about the Foundation Stage curriculum and children are encouraged to bring in things from home relating to topics.

## **Organisation**

The organisation is good.

Leadership and management is good. Good recruitment and vetting procedures and a thorough induction for new staff help to ensure that children are safe and well cared for. Children benefit from a staff team who work well together to ensure that they are provided with good quality care and education. Staff are aware of their roles and responsibilities and are deployed effectively to ensure that children have a good level of attention and support. The children benefit from the smooth running of the group and clear routines which make them feel secure.

The manager demonstrates a high level of enthusiasm and commitment, recognising her responsibility to support staff and develop their roles. There are good support systems in place for staff, such as 'Personal Review and Development Plans' and regular team meetings. Staff show a strong commitment to developing their knowledge and improving their practice. They understand their responsibilities in developing children's learning. Staff are eager to attend training and welcome the good support and advice from the development and advisory staff from the local authority. An advisory teacher acts as a good role model for staff. She takes an active role in the setting and leads by example, influencing and motivating staff.

Staff review the quality of their provision, practice and children's progress. They are mostly aware of their strengths and weaknesses and act on their own and others evaluations to make improvements. Staff demonstrate a very good attitude to continual improvement, to further raise the quality of care and education. They have relevant experience and most are suitably qualified. This has a positive effect on children's learning and welfare

The setting has an operational plan which includes all relevant policies and procedures. These are understood by staff and are consistently applied to ensure the service operates smoothly and efficiently. All legally required documentation which contributes to children's health, safety and well being is in place and is stored securely to maintain confidentiality.

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

## **Improvements since the last inspection**

At the last care inspection the setting was asked to provide comfortable furniture for staff caring for children under two and ensure that the child protection policy includes procedures to follow in the event of an allegation against a member of staff.

Comfortable chairs are now available for staff who may spend a lot of time holding and bottle feeding babies. This ensures that both staff and children are comfortable. The child protection policy is in the process of being updated in line with the Local Safeguarding Children Board. This now includes procedures to follow in the event of an allegation being made against a member of staff. This ensures that children are safeguarded.

## **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 complaints record may contain complaints other than those made to Ofsted.

## 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 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):

- review the organisation of resources throughout the nursery to ensure they are always plentiful and accessible
- further develop the outdoor area and planning to ensure staff make best use of resources and activities consistently promote learning for all children across all areas of development (also applies to nursery education)

#### 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):

- review the writing area to make it more inviting to children and increase the availability and variety of drawing and writing materials to encourage children to mark make independently
- provide opportunities to enable children to practise and develop skills in linking sounds to letters in planned and spontaneous activities
- develop the assessments of children to link more directly to the stepping stones to gain an overview of progress children are making towards the early learning goals.

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](http://www.ofsted.gov.uk)