

# The Forum Nursery

Inspection report for early years provision

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**Unique reference number** EY280060  
**Inspection date** 29/10/2008  
**Inspector** Christine Myerscough / Joan Isabel Madden

**Setting address** The Forum Centre, Forum Square, Civic Centre,  
Wythenshawe, Manchester, Lancashire, M22 5RX  
**Telephone number** 0161 436 8337  
**Email** forum@bufferbear.co.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

The Forum Nursery opened in 2004 and is one of several nurseries run by Buffer Bear Limited. It operates from four rooms in a purpose-built building. It is situated in Wythenshawe, Manchester. The nursery is open each weekday from 08.00 to 18.00 and closes on bank holidays. All children share access to an outdoor play area. The building is fully accessible for people with mobility difficulties.

The nursery is registered to care for a maximum of 100 children at any one time under the Early Years Register and compulsory part of the Childcare Register. The nursery is also registered on the voluntary Childcare Register. There are currently 93 children aged from three months to under four years on roll. The nursery currently supports children with learning difficulties and disabilities, and also children who speak English as an additional language. The nursery employs 17 members of staff. Of these, 13 hold appropriate early years qualifications and two staff are working towards a qualification.

## Overall effectiveness of the early years provision

Children are cared for in a welcoming environment, which reflects positive images that represent our diverse society. This creates an atmosphere where children and families feel included and valued. The nursery promotes most aspects of children's welfare with success, ensuring that children are safe and secure. Staff are in the early stages of implementing the Early Years Foundation Stage, in particular, the planning and assessment systems. Management recognise that systems for self-evaluation are areas for development in order to bring about further improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review hygiene procedures across the nursery
- continue to implement and develop planning and assessment systems and share children's achievements with parents
- ensure children's records remain confidential
- develop systems for identifying strengths and areas for improvement to raise the quality of care and education.

## The leadership and management of the early years provision

Effective vetting procedures are in place to ensure all adults working with children are suitable. Risk assessments are undertaken and staff carry daily safety checks to ensure the environment is free from hazards. A range of policies and procedures appropriately support staff in safeguarding children's welfare and promoting their well-being. Documentation is suitably organised although, confidentiality of children's records is not always maintained as individual dietary requirements are

on display on the play room walls.

Management have addressed the majority of issues raised at the last inspection. For example, staff are now deployed effectively so that minimum ratios are met and children have access to fresh drinking water in cups labelled with their name. Staff attend relevant training to develop their knowledge and skills to improve the care and education. Links are established with the local authority and an early year's teacher offers advice to staff to support them in the delivery of the education. The nursery is beginning to self-evaluate the service that they offer, although the systems are not sufficiently robust to identify some weaknesses in the provision, such as the maintenance of hygiene procedures. Key workers identify areas to support children's learning through carrying out observations, which in the main are undertaken on a regular basis. However, systems for planning are not clearly linked to learning outcomes for children and insufficient emphasis is placed on assessing children's learning to track their progress towards the early learning goals.

Parents speak very positively about the nursery and receive good quality information about the provision. Families who speak English as an additional language are warmly welcomed and staff value linguistic diversity by learning some basic words in a child's home language. Daily diary sheets and verbal feedback about a child's day and welfare ensure good communication is maintained to ensure consistency of care for children. Parents are invited to attend parents' evenings and receive newsletters to keep them up to date with nursery events. However, children's achievements are not fully shared to keep them abreast with their children's progress.

## **The quality and standards of the early years provision**

Staff have a growing awareness of the Early Years Foundation Stage and provide a suitable range of worthwhile activities, which place sufficient emphasis on the six areas of learning. They form warm relationships with children and support their learning through encouragement, praise and role modelling. Routines include a balance of child-initiated and adult-led activities and children make steady progress in their development. Children have access to a sufficient amount of toys and equipment, which in the main, are well maintained. Resources are stored at child-height to enable children to independently select things which captivate their interest.

Children become familiar with routines as they anticipate daily events, such as group time. They behave well and enjoy sharing experiences together. Staff effectively promote children's language development through talking to children, reading stories and singing songs. As a result, children are keen to communicate and freely express their feelings and wishes. They remember familiar rhymes, such as 'Wind the bobbin up' and eagerly join in with the actions. Mark making materials are readily accessible to enable children to express themselves and practise their pre-writing skills.

Children successfully count and point to the smallest and biggest bears. As they

mould dough, they talk about the shapes they are making. Playing with sand and water encourages children to explore using their senses. Children cut up fruits to make their own fruit salad and talk about colours and textures. They build models using a range of construction kits and learn about shape and size. Babies explore the contents of treasure baskets with interest and show surprise as they touch the surface of brushes and shells. Children have access to a computer and toddlers enjoy pressing buttons on electronic toys.

The outdoor play area enables children to keep fit and promotes their physical development well. Children successfully ride tricycles and walk along raised planks to practise their balancing skills. Through role play activities, children are developing their imagination. Toddlers enjoy listening and moving their bodies to music. During collage activities, children use a range of materials, such as glitter, glue and shiny paper to create their ideas and represent their feelings.

In the main, positive steps are taken to minimise the risk of cross infection. Visitors are requested to remove their shoes before entering the room where there are crawling babies and during nappy changing, staff wear disposable gloves and aprons. However, staff do not always follow appropriate hygiene practices in relation to food preparation as they butter bread on the surface of the toy cupboard. At snack time, children sit together on the carpet and place their bowls of food on the floor, which is unhygienic. Children benefit from a good range of nutritious foods to promote their growth and development. They learn about safe practices as they take part in fire drills. An agreed password system is in place with parents to ensure the safe collection of children.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

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.