

Old Crofts Bank Day Nursery

Inspection report for early years provision

Unique reference number	310377
Inspection date	19/02/2009
Inspector	Mary Kilroy
Setting address	Old Crofts Bank Day Nursery, 14 Old Crofts Bank, Urmston, Manchester, M41 7AA
Telephone number	0161 748 7767
Email	
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 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

Old Crofts Bank Nursery was registered in 1997. It operates from detached premises in Davyhulme, Trafford, Greater Manchester. The provision provides care for a maximum of 79 children at any one time. Children attending mainly live in the local area. The accommodation comprises seven designated playrooms and associated facilities and children are grouped appropriately. The nursery is sited on more than one level and a lifting chair and other equipment is currently in place to support children with disabilities and to ensure their individual needs are met. The nursery operates each weekday from 08.00 to 18.00, for 50 weeks of the year.

A total of 24 staff work with the children; 16 of these, including one of the two owners, hold recognised childcare qualifications. All children share access to a secure, enclosed outdoor play area. Children who currently attend are all within the Early Years Foundation Stage age group. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

The nursery receives support from the Early Years Development and Childcare Partnership.

Overall effectiveness of the early years provision

Overall, the effectiveness of the provision is good. The nursery promotes and enhances children's welfare and learning in a clear and consistent way that ensures a safe and inclusive environment for all children. Efficient systems are in place in relation to planning and assessment, to maintain high standards and ensure continuous improvement; the nursery is continuing to develop their good self-evaluation. Effective systems in relation to self-evaluation help the nursery to monitor the service provided and identify key strengths and areas for development.

The owners and manager identify clear goals and demonstrate a strong commitment towards achieving continual improvement. Children are making good progress within the Early Years Foundation Stage (EYFS) and observation and assessment systems are developing well. The promotion of a healthy lifestyle, caring, committed and consistent staff and partnership with parents, are key strengths throughout the setting.

What steps need to be taken to improve provision further?

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

- continue to use good self evaluation effectively to monitor all aspects of the provision and as a tool for continuous improvement
- ensure outside play equipment provides sufficient challenges for older children.

The leadership and management of the early years provision

The nursery provides a stimulating and organised environment to give children lots of choice and good opportunities to become independent and to prepare them for moving on. The daily routine promotes children's welfare and meets their individual needs very effectively. All documentation is in place and there are written policies and procedures that positively promote children's health, safety, achievement, enjoyment and ability to make a positive contribution.

The manager and staff are committed, enthusiastic and strive to improve the service they provide. They ensure children enjoy a fully inclusive environment that makes everyone feel welcome. Parents' questionnaires and views, both positive and negative, are acted upon. This helps staff to successfully monitor the service they provide. Records for the safe and efficient management of the EYFS are well maintained and children's individual needs are fully met.

The nursery has developed good written policies and procedures, which are discussed with parents. This helps to develop good working relationships and a shared understanding from an early stage. Parents are provided with a wealth of information about their children's care, learning and development and are fully consulted about children's interests and asked what they are doing at home. They are encouraged to provide details of areas of learning or care that their child may need extra support with and are able to contribute at every stage of planning, assessment and reviewing of activities. Staff, parents and children are encouraged to identify areas for improvement in the nursery and, if appropriate, an action plan is put in place. A team of staff and/or parents, who can contribute, follow this through. Action plans are regularly discussed in meetings and the nursery's annual appraisal system plays a key role in continuous improvement.

The quality and standards of the early years provision

The owners, manager and staff have good knowledge and understanding of the underlying principles of effective early years practice. Effective assessment procedures are clearly established and monitored to record children's progress and individual learning. Parents are invited to record their own observations on their child's progress and children's starting points are discussed on admission to the nursery. Regular observations and photographs are used to inform planning sheets and focussed activities are evaluated and enhanced to continually improve practice.

Children develop a strong sense of belonging within the nursery and access toys and join in conversation confidently. Early mark making opportunities are good and toddlers have sound experiences as they enjoy tipping water from feeder cups onto the table and making patterns and marks. A balanced range of resources is available for children across the age ranges. They are organised to promote children's active, independent learning, such as water trays of dry pasta on the floor to climb into and treasure baskets of natural materials to enhance tactile experiences for babies and toddlers.

Children have access to a range of mark making materials inside and out of the premises. They enjoy daily outdoor play and are able to take advantage of naturally occurring events, for example, they put on warm clothes and excitedly built a small snowman. Photographs, creative activities and books are used to enhance and re-visit the experience. Babies and toddlers benefit from fresh air and exercise each day in the outdoor area. They improve their physical skills as they learn to negotiate the climbing frames and run, skip and jump. However, climbing frames do not sufficiently challenge older children. The nursery has plans in place to shortly upgrade the outside area to enhance opportunities for older children to climb and balance. The upgrading of the area will also enable children to dig and plant outside and increase their opportunities to observe the natural world at first hand. A good balance of adult-directed and child-led activities are provided. Children have fun exploring and experimenting with different sensory materials as they use gloop, pasta, dough and shaving foam. Staff introduce positional language to conversation at an early age and children use it well in conversation, such as a child who is searching for a lid in the home corner who tells the inspector 'I don't know where the lid is, I think it's fallen behind the cupboard.'

Children share warm, happy relationships with staff, with babies and toddlers enjoying lots of hugs and cuddles from their carers. Parents highly praise the commitment and loving support offered by the consistent and caring staff and children benefit from the good relationships with parents. Staff use eye contact to engage babies, who respond to new faces confidently, with smiles; one immediately offering a large coloured bobbin that he is holding, to the inspector. Babies are sure of a good response to their approaches and staff spend lots of time at their level on the floor, responding to their smiles, babbling and early language. Babies, in turn, beam delightedly back and enthusiastically wave their arms and legs. A staff member 'rows' baby on her knee whilst singing 'Row row row your boat'; another smiling baby on the other side of the room mirrors the rowing movement.

Children show great concern for the feelings of others and tell the inspector that they must go quietly on the stairs, whilst babies are sleeping and call to others to come under shelter, when it rains, and staff encourage and foster their concern. They enjoy sharing experiences and photographs with the inspector, as they look at a picture of a child dressed as Mary, in the Nativity play that they put on for mums and dads. Children know the names of the characters and who played each part, without seeing other photos. When asked if mums and dads clapped at the end, the inspector was informed that they clapped and whooped loudly, with one child confiding, 'My daddy's got a tall head, so I could see him!' They have access to a range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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