

Kidsunlimited Nurseries - St. Mary's

Inspection report for early years provision

Unique reference number 500194
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Inspector Mary Kilroy

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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

St. Mary's Courtyard Nursery was registered in 2000. It operates from a converted church school which is a listed building, and is one of 52 nurseries owned by the kidsunlimited chain of nurseries. The provision provides care for a maximum of 84 children at any one time and there are currently 84 children on roll, all are within the Early Years Foundation Stage age group. This includes 14 funded three year olds and two funded four year olds. Children attend for a variety of sessions and mainly live in the local area. Currently there are no children with identified special needs and the nursery supports eight children who speak English as an additional language. The nursery is on two floors, with a lift for accessibility. The accommodation comprises two baby rooms, two toddler rooms and a pre-school room and associated facilities and children are grouped appropriately. The nursery opens from 07:30 to 18:00, Monday to Friday for 52 weeks of the year, closing only for bank holidays.

A total of 14 full and five part-time staff work with the children. There are 15 staff who have early years qualifications and two staff who are currently on training programmes. All children share access to a secure, enclosed outdoor play area. The setting is also registered on the voluntary and compulsory parts of the Childcare Register.

The nursery receives support from an advisor from the Early Years Development and Child Care Partnership and are supported by an Early Years teacher and a regional manager.

Overall effectiveness of the early years provision

Overall, the effectiveness of the provision is good. Kidsunlimited Nurseries' St. Mary's Courtyard 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, however to maintain high standards and continuous improvement, ensuring older children are sufficiently challenged in the outdoor area and providing good opportunities for them to learn that everyday print has meaning, are areas for development. The effective systems in relation to self evaluation help them to monitor the service provided and identify key strengths and areas for development.

The management and staff identify clear goals, strengths and weaknesses and demonstrate a strong commitment towards achieving continual improvement. Children are making good progress within the Early Years Foundation Stage and observation and assessment systems are developing well. The promotion of a healthy lifestyle, caring 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:

- ensure outside play equipment provides sufficient challenges for older children
- enhance opportunities for children to see that everyday print has meaning and provide opportunities to mark make in areas such as the home corner.

The leadership and management of the early years provision

The nursery provides a stimulating and organised environment to give children choices and opportunities to become independent and 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 good 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' 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 Early Years Foundation Stage are well maintained and children's individual needs are fully met.

The nursery has developed clear 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 to enable staff to assess children's starting points and agree the next steps in learning. 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.

The quality and standards of the early years provision

The 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 photographs are used to inform planning sheets. Focussed activities and continuous play are evaluated and enhanced to continually improve practice.

Children develop a good sense of belonging within the nursery and access toys and join in conversation confidently. Early mark making opportunities are good and

children have many opportunities for this in the outside area, accessing a mark making activity box and chalkboard inside the play house. Children eagerly chalk on outside walls and the ground, in summer they are able to wash it away themselves and also enjoy painting with brushes and water, or magic painting, as the children prefer to call it, and using spray bottles of paint and water on the outside walls. Young children also have good opportunities for early mark making and enjoy gloop, shaving foam and lots of collage using natural materials, to enhance their tactile experiences. They are able to mark make in spilled food and drink when mealtimes are ended. Baby signing is in place in the younger children's rooms and parents are encouraged and supported to learn the signs at home. However, there are few examples to show children that everyday print has meaning and to mark make in some areas of the provision. Staff report that signing reduces frustration, noise levels and stress for babies. This is offered alongside baby massage and yoga. A balanced range of resources is available for children across the age ranges. They are organised to promote children's active, independent learning.

Children enjoy daily outdoor play and are able to take advantage of naturally occurring events, for example, they put on warm clothes and enjoyed activities in the recent snow. Photographs, creative activities and books are used to enhance and re-visit their 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 applied for funding and has plans in place to upgrade the outside area to enhance opportunities for older children to climb and balance. Children have excellent opportunities to observe the natural world at first hand during gardening club activities, where they carefully plant vegetables and tomatoes and flowers in pots. They are currently ready to plant out sunflowers that they have started inside. They enjoy making egg and cress sandwiches from the indoor pots of cress and their vegetables are cooked by the chef at mealtimes. They press and laminate flowers that they have nurtured and grown. Children thoroughly enjoyed planting a magic bean, which reveals a message and they were given good incentives to care for it well, if they wanted to reveal the message. A good balance of adult-directed and child-led activities are provided.

Children share close, happy relationships with staff and babies and toddlers enjoy lots of warm support and interaction from their carers. Parents praise the supportive staff and the good range of activities provided and children benefit from the sound relationships built with parents. Children have opportunities to problem solve as they experiment with permanent and non permanent mark making and enjoy making headbands, which they decorate with fabric crayons. Staff talk to children about different mediums, such as 'If I write in pen, will it stay?' Or in pencil, what else can I do with it?' Children know that they can rub it out, make changes, or use the paper again. They discuss the changes to air dried clay in which they have written their names when it was soft. Staff explain to a child why the birthday balloon has started to go down now and suggest strategies to keep it a little longer.

Children show concern for the feelings of others and are well behaved and happy.

They generally take turns, when old enough, say please and thank you and staff set positive role models in their relationships with children, colleagues and parents. Toddlers sign 'Thank you' to the chef, when he pops in to see how well tea has been eaten. Children have good social skills when queuing and behave well at lunch time, older children set tables and serve themselves, to have control of their portion sizes, and scrape plates when mealtimes are over. They put bowls in the middle when they have finished and mealtimes are happy, social occasions. Children talk about 'One at a time' and taking turns. Babies have good opportunities to be independent as they feed themselves. Children 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

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

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.