

Ciara's Tots

Inspection report for early years provision

Unique reference number EY224528
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Inspector Angela Cuffe

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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 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

Ciara's Tots Day Nursery has been registered since 2003 and operates from a converted chapel in the Chorlton on Medlock area of Manchester. A total of four rooms over two floors are used, which provide separate facilities for babies, toddlers and pre-school children. Access is gained through the main entrance at the front of the building. Outdoor play is provided in the garden, which consists of impact absorbing and planting areas.

The nursery is registered on the Early Years Register and both parts of the Childcare Register to provide care for a maximum of 40 children at any one time, all of whom may be in the early years age range. The facility is open Monday to Friday, from 07.00 to 18.00, for 48 weeks of the year. There are currently 40 children on roll. The setting supports children who speak English as an additional language.

The setting employs 18 staff to work with the children, all of whom have suitable childcare qualifications and one is currently working towards recognised early years qualifications. The setting receives support from the local authority Early Years Team.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are well cared for in a welcoming, stimulating and fully inclusive environment. They form secure relationships and make steady progress in all areas of their learning and development. Staff recognise that all children are unique and consequently meet their individual needs well. The provider successfully evaluates and monitors practice. Plans for the future are focused on to ensure continuous improvement; all staff attend regular training to further enhance the quality of the care and learning provided.

What steps need to be taken to improve provision further?

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

- ensure provision is made for all babies to sleep safely without disturbance
- continue to develop the observations, assessment and planning systems to ensure that the staff team is fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met
- ensure the safeguarding policy is in line with the Local Safeguarding Children Board procedures.

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking any necessary emergency medical advice or

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treatment. (Safeguarding and promoting children's welfare)

The leadership and management of the early years provision

The well organised and efficient management of the provision means that the motivated and dedicated staff provide an effective learning environment. They are deployed well to meet the needs of the children and support their development routinely. Since the last inspection the setting has addressed most previous recommendations, resulting in significant improvements. The setting successfully identifies areas to develop and improve, for example, the outdoor play area is a key focus as well as future plans to build a sensory area to the front of the setting. The fully qualified managers and staff regularly attend appropriate training to enhance their personal and professional development.

The provision has a suitable key worker system in place, which contributes to children's confidence and ability to form good relationships. Staff work productively together and communicate well with parents, involving them in all aspects of their child's care, learning and development. This ensures children's individual needs are well met. Parents provide very positive feedback on their children's progress and clearly value the care given. They are well informed about children's activities and development through regular discussions and information in a daily diary. Children's files are available to parents when required, as well as the written policies and procedures. Planning is in place in each room, which is based on the six areas of learning and children's interests. Observation and assessments are carried out for each child, but do not clearly show links to the next steps or how the information is incorporated into the planning.

Robust vetting and recruitment systems further enhance children's safety by ensuring they are cared for by suitable persons. Staff have a very good understanding of their role in safeguarding children and they are fully aware of the procedure to follow should they have a concern about a child's welfare. However, the written policy is not in line with the Local Safeguarding Children Board procedures.

The quality and standards of the early years provision

Children make good progress in their learning and development because staff offer a range of interesting and stimulating activities, enabling children to become active learners. For example, the environment contains a good selection of resources which are appropriate for the children's stage of development, they are well maintained and easily accessible. Children sleep or rest in their rooms after lunch. However, appropriate sleeping arrangements have not been fully established for babies.

The health and safety of children is promoted exceptionally well across the nursery. There are highly effective procedures to ensure that children are safe.

These systems are consistently implemented by staff and regularly monitored by management. Thorough risk assessments are in place together with daily checks of the premises. Good systems are in place to ensure children are kept safe from accidental injury and any hazards are dealt with immediately. However, permission to seek emergency medical advice or treatment has not been sought.

Children move around with confidence, exploring and investigating the accessible play materials. For instance, younger children show their curiosity as they take everyday resources from around the room. They examine various objects made from a range of materials, such as metal, wood and fabric. Children develop competence in the use of tools and equipment as they paint, stick and cut in creative activities. Sand, water and dough provide further sensory play experiences for children. Staff interact well with the children, gently supporting their play and promoting learning. Children develop concentration, language and literacy skills as they sit and listen to stories and join in with the singing and dancing provided by the music man.

Staff plan interesting activities which link to current cultural festivals. For example, they dress in traditional costumes and taste food from various countries and festivals each month. This allows children to experience the different way people live and how religions differ throughout the world. Children understand the expectations of behaviour and simple rules so they become aware of safety in everyday situations. They play cooperatively together and enjoy making friends and being themselves.

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