

# Genesis Day Care Nursery

Inspection report for early years provision

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**Unique reference number** EY387016  
**Inspection date** 01/06/2009  
**Inspector** Susan Elaine Heap

**Setting address** 142 Manchester Road, Rochdale, Lancashire, OL11 4HA

**Telephone number** 01706 353 777

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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).

## Description of the setting

Genesis Day Care Nursery is one of two nurseries run by Genesis Day Care Nursery Ltd. It opened in December 2008 and operates from four rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated close to Rochdale Town Centre. It is open each weekday from 07.30 to 18.00 for 51 weeks of the year, and closed for Bank Holidays and one week at Christmas.

The nursery is registered on the Early Years Register. A maximum of 76 children may attend the nursery at any one time. There are currently 88 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports children with learning difficulties.

There are 18 members of staff, 16 of whom hold appropriate early years qualifications to at least level 2. The owner has Early Years Professional Status and the manager has a Foundation Degree in Early Years. The setting provides funded early education for three and four-year-olds and is taking part in the funding pilot for two-year-old children.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The staff team have worked extremely hard to build on their knowledge and practice in order to provide good quality care. They successfully plan activities to meet children's individual needs and interests and promote their welfare. Steps are in place to improve working partnerships with parents and other professionals, which helps to provide an inclusive service for all children. Through continuous self-evaluation, areas for improvement are successfully identified which will have the most positive impact on outcomes for children.

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

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

- improve opportunities for children to develop their independence, self-help and life skills, particularly at mealtimes
- develop links with other settings that children may attend to ensure that each child receives a challenging and enjoyable programme of learning and development and continue to develop ways of encouraging parents to share their observations of their children's activities and interests to help inform future planning for their individual needs
- improve opportunities for all children to explore and learn in a challenging outdoor environment
- improve opportunities for children to learn about the diversity of individuals and communities.

## **The leadership and management of the early years provision**

The setting is effectively led and managed by an enthusiastic staff team who work well together. They successfully prioritise the needs of the children within their care. There is a strong commitment to staff training and development through attendance at short training courses and secure systems support staff at different levels. For example, team meetings and room leader meetings and Manager and Parent Liaison Officer meetings with the sister nursery. These ensure ongoing development is targeted through self-evaluation and reflective practice and that staff feel valued. Secure vetting and induction procedures ensure that children are safeguarded. The staff team fully understand their role in child protection and are fully aware of the procedures to follow should a concern arise. Staff are deployed well throughout the setting, enabling children to benefit from good levels of care and support with staff who interact warmly with them at their level and ensure their safety.

Comprehensive and detailed records, policies and procedures to promote the safe and efficient management of the setting and for promoting the safety and welfare of children, are in place. Systems ensure children settle well and that their likes, dislikes and daily routines are known and catered for through discussions with parents and written documentation, and through a gradual admission process completed at children's pace.

Most aspects of partnership working are good. The staff liaise closely with other professionals when needed to provide support and an inclusive environment for those children who may have additional learning needs. There is a strong focus on developing partnership working with parents, and, as a result, a member of staff is the designated Parent Liaison Officer. Newsletters, a parents' notice board and parental questionnaires have been introduced as ways of seeking their input and informing them of any changes. Ways of involving parents and other settings in sharing observations of children's interests to inform future planning and provide a fully inclusive service, are not fully in place. Discussions with parents demonstrate that they have a positive view of the setting and the ongoing improvements.

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

Staff plan and organise activities for the children, which promote the importance of healthy eating, exercise and personal hygiene routines. Real fruit and vegetables are available in the home corner areas, which enable children to act out real life experiences, and the setting has achieved the Golden Grin Gold Award. Pre-school children effectively manage their own personal care, such as hand washing after visiting the bathroom or blowing their noses, while younger children are supported in developing these skills by a caring staff team. Meals are freshly prepared on the premises from a range of healthy and nutritious ingredients. Children sit with their key worker to eat their lunch, which promotes their social, language and communication skills. Sometimes there are missed opportunities for children to develop their independence skills or learn about their own needs, such as serving themselves at lunchtime. Most children have access to fresh air daily but the

outdoor environment and activities are mainly more accessible to older children. Through planned activities and visits from other organisations, children are developing good control of their bodies and physical skills, such as spatial awareness, listening skills, throwing, catching and rolling balls.

The premises are safe and secure and staff place great emphasis on children's safety. Risks are clearly assessed daily while ensuring children learn about possible hazards and develop skills to keep themselves safe, for example, when moving from the indoor to the outdoor environment they hold onto the banister as they go up and downstairs.

The observation, planning and assessment systems have only been in operation for a short time but clearly demonstrate how staff successfully link children's interests to the six areas of learning. This ensures each child is valued and that their next steps in learning are fully supported. There is a strong focus on providing a wide variety of sensory experiences for the children. As a result, they enjoy exploring paint and printing activities with cotton reels, making patterns with wheeled trucks in the cornflower and water or exploring play dough fragranced with strawberry essence. Babies enjoy playing in the water with bubbles, fish and boats. Older children learn about nature and change as they plant sunflower seeds and measure them as they grow. In each of the rooms, the staff have created communication friendly spaces where children can sit and relax quietly, read book or explore natural materials. Opportunities for children to explore information, communication and technology equipment are developing and children's views and opinions are sought as they take photographs of their friends or their play activities. Staff label these with children's own words and display them on the notice board, which makes them feel valued.

Children benefit from a good range of resources, which are available to them within the welcoming and well-maintained setting. However, toys and equipment which portray positive images of all aspects of gender, family groups, culture and disability are limited. Resources are stored at children's level and support continuous provision, which enables children to self-select to follow their own interests and ideas. The environment is rich in print and pictures and pre-school children readily recognise their own name when asked. This means that children are successfully learning that print has meaning.

Staff provide positive role models to the children. They give them good eye contact, play at their level and give one-to-one support when needed, such as playing a game to develop their speech and language or concentration skills. Children consistently behave well, are encouraged to use good manners and are developing a voice, such as being involved in forming the ground rules. They play cooperatively together, negotiating toys and equipment to build and balance as they carry large bricks from the indoor to the outdoor environment.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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