

Supertots Nurseries Ltd

Inspection report for early years provision

Unique reference number	316462
Inspection date	08/09/2009
Inspector	Marina Anna Howarth / Rosemary Killackey
Setting address	191 Edenfield Road, Rochdale, Lancashire, OL11 5AF
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Supertots Nursery has been registered since 1999 and is owned by a private provider. The nursery operates from a single-storey building in the Norden area of Rochdale. There are seven main playrooms and a large enclosed outdoor play area. The nursery serves the diverse local community and offers a range of full and part-time places to families. There is easy access to the premises. It is open between 7.30am and 6pm Monday to Friday, 51 weeks a year.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 86 children may attend the provision at any one time. There are currently 127 children aged from birth to five years on roll. The nursery is supporting children with special educational needs and a number of children who have English as an additional language.

There are 30 members of staff, including support and ancillary staff. All of whom hold early years qualifications to at least level 2. The nursery provides funded early education for two, three and four-year-olds and receives support from Rochdale Early Years and Childcare Services.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs ensures that staff successfully promote children's welfare and learning. Children are confident, safe and secure and enjoy their time at the nursery as staff focus activities around children's personal interests. The partnerships with parents, local schools and other agencies successfully provide stability and continuity for each individual child. As a result, children make good progress in all areas of their development. All staff are committed to bring about sustainable improvements and effective systems for self-evaluation results in positive outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to improve the outside area to offer a colourful and stimulating environment for children of all ages, enabling them the freedom to explore, use their senses and be physically active and exuberant.

The effectiveness of leadership and management of the early years provision

Children are protected because staff are well trained in safeguarding and know the procedures to follow should they have any concerns. Clear risk assessments and checking procedures are effectively implemented which helps to eliminate risks and

keep the environment safe. Outings are planned in detail to ensure children's safety remains paramount at all times. Robust recruitment, selection and effective induction procedures are implemented to ensure the suitability and qualification of staff looking after children. Children are encouraged to be aware of their own personal safety through staff acting as positive role models. They are encouraged not to climb on the furniture and older children are aware how to use scissors safely.

Effective self-evaluation systems demonstrates a very good understanding of the strengths of the early years provision. All staff and parents are actively involved with the process and there are clear targets for improvement, such as developing the outdoor area. Staff continually reflect on the service they offer and are committed to future development, they access a variety of training which enables them to continually enhance their skills. All recommendations raised at the previous inspection have been addressed and improvements made have a positive impact on the overall quality of the provision and the outcomes for children.

A highly strong commitment to working closely with parents, other settings and external agencies is evident. Parents speak highly of staff's support and dedication and are extremely pleased with the progress their children are making. They express that they are fully informed about every aspect of their child's care and their individual needs are met effectively. Close liaison with local schools ensures that the transition process is successful and effective. Children are given opportunities to meet their new teachers in the nursery setting, resulting in them feeling confident in their familiar surroundings and enabling teachers to observe them in a warm, safe and nurturing environment. Regular, effective communication takes place with external agencies who are actively involved in the nursery, such as Health visitors, community police and the dental nurse.

Children have access to a warm and welcoming environment which is conducive to learning. Resources are of good quality and suitable to support children's learning and development and are reflective of the wider world. Staff actively promote diversity and equality. Each child's uniqueness is respected and valued through the celebration of different festivals and considering children's likes and dislikes. Staff are continually seeking ways to make further improvements in their practice to ensure each child reaches their full potential.

The quality and standards of the early years provision and outcomes for children

Children participate in a wide and balanced range of activities designed to stimulate their interest and challenge their learning. Effective planning systems reflect highly on children's individual interests resulting in activities being meaningful to each child. Children's starting points are identified during the initial induction period and close liaison with parents ensures consistency of care is maintained and that they are continually involved in their care and learning. Observational assessments and records are used to inform planning and support progress and the next steps for learning are clearly identified. The use of picture cards and photographic routines of the day enable children who are learning

English as an additional language to fully participate in activities, offering them meaningful opportunities to extend their vocabulary and respond to simple instructions.

Staff interact well with the children. Key worker systems enable them to build close and meaningful relationships with individual children. Lots of laughter and conversation is evident as staff effectively talk to the children asking open questions encouraging them to think for themselves and solve problems. Children enjoy engaging staff in their play and a flexible approach enables them to act on their current interests. For example, they play trains instigated by children bringing train tickets to the nursery from home and using a hole punch to clip the tickets. Younger children enjoy exploring the outdoor environment where they collect items of interest and create collages on their return. Good opportunities enable children to express their creative ideas through painting and mark making using a variety of materials. For example, children paint the outdoor shed and traffic cones using powder paint. They create letters using toothpaste and play dough. Young infants explore a variety of textures, such as sand, soil, dried and cooked food. Children visibly enjoy feeling the texture of soft sand between their toes. Children enjoy making bread where they are involved in measuring out the required ingredients and observing changes in the baking process then sampling their delights. Children's independence is promoted at all levels. For example, young infants are given opportunities to crawl, roll and pull themselves up using low level furniture. Resources are located within easy access throughout the nursery and are clearly labelled enabling children to self-select items of their choice.

Children behave well as they are encouraged to respect each other and value each other's differences and needs. They develop their understanding of diversity by participating in a variety of celebrations. Children enjoy having mendhi hand painting, making chapattis and using a variety of cooking utensils from different cultures. They learn the importance of taking turns as they play on the computer and a variety of games. They take an active interest in each other as they begin to form new friendships. Staff continually acknowledge their accomplishments through the use of praise, stickers and certificates. Healthy lifestyles are positively promoted. Daily outdoor play provides opportunities for fresh air and exercise. Children learn how to be healthy and develop their independence by following consistent routines, such as washing hands after visiting the toilet. Staff maintain high standards of hygiene and follow clear procedures when caring for sick and injured children. As a result, children are protected from cross-infection. Healthy meals and snacks are offered throughout the day which has enabled the nursery to achieve the 'Golden Grin' award.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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