

Quackers Kids Nursery @ Ridgehill

Inspection report for early years provision

Unique reference number EY365144
Inspection date 14/12/2009
Inspector Shirley Leigh Monks-Meagher

Setting address Ridgehill Children's Centre, School Crescent, Stalybridge,
Cheshire, SK15 1EA
Telephone number 0161 303 2393
Email quackerskids@hotmail.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Quackers Kids Nursery at Ridgehill is a limited company and was registered in 2008. It operates from the first floor of the Ridgehill Children's Centre in the Stalybridge area of Cheshire. Children are cared for in a large open area which is divided to meet children's developmental needs. All children share access to a secure outdoor play area.

The nursery is open each weekday from 7.30am to 6pm, all year round, with the exception of a week over the Christmas period and all statutory bank holidays. There are currently 73 children aged from ten months to four years on roll. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports several children who speak English as an additional language.

The manager has a Bachelor of Arts in Early Years. There are 16 staff who work directly with the children on either a full or part-time basis, of these, all hold appropriate early years qualifications to a level 2, 3 or 4. A caretaker, a cook, an administrator and a cleaner are also employed. The building meets the needs of disabled people.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, secure and confident in the nursery. They are making good progress towards the early learning goals and their welfare and well-being is very well promoted. The children thrive in the warm, welcoming and inclusive environment that respects and values them as individuals. The clear vision of the leadership is shared by a motivated staff team, parents, children and other professionals. The collaborative approach to reflection and continuous improvement significantly benefits the children by consistently improving outcomes for them.

What steps need to be taken to improve provision further?

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

- further develop the observations and assessment systems to ensure children's learning is tracked from their individual starting points across all areas of learning.

The effectiveness of leadership and management of the early years provision

The provider and her staff form an effective team who ensure children's safety, welfare and well-being. There is a strong emphasis on safeguarding with robust

policies and procedures in place which are clearly understood by staff. They clearly comprehend their responsibilities under the Children Act to safeguard children's welfare. Rigorous recruitment and vetting procedures maintain the suitability of staff and promote children's welfare. Comprehensive risk assessments, which are frequently reviewed, are effectively implemented to manage and eliminate identified risks within the setting and on outings. The staff are highly committed to continual professional development which is reflected in the number working towards the Early Years Foundation degree.

The provider has a clear sense of vision about what she wishes to achieve and her management team and staff are a close, cohesive team who share her aims and enthusiasm. Regular team meetings, support sessions and appraisal systems effectively review practice and motivate staff. The setting is child-centred and well organised with an abundance of quality resources including natural materials and real objects. Staff deploy themselves effectively to support children in their play whilst allowing them to express their own ideas, explore and discover for themselves and develop initiative and independence. Effective partnerships with inter-agency teams ensure each child gets the additional support they need to promote their achievements and well-being. Staff have a clear understanding of children's backgrounds and needs through effective information sharing with all persons involved with the individual child.

Staff recognise and value the importance of working with parents. Parents are provided with a wealth of information through a wide variety of sources. Information relating to the foundation stage and how children learn is effectively shared with parents who play an active part in their child's learning. For example, parents add their comments into children's learning journeys through 'your voice' sheets and VIP target reports. Their suggestions and views are actively sought and respected. This collaborative approach informs the self-evaluation system which realistically identifies and builds upon strengths and highlights areas of development. Effective action planning and monitoring systems have been tested and proved secure. The setting has made significant improvements to the outcomes for children through addressing the recommendations from the previous inspection. For example, the successful introduction of systems which seek parental input into their child's learning.

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

Children are enthusiastic active learners. The enabling environment is organised into areas of learning allowing children freedom to move around and make choices about their play. The effective use of labelling styles allows children to know what is available and where to return resources when they have finished with them. For example, boxes and shelves are labelled using text and pictures or shadow images. The staff group have a secure understanding of the Early Years Foundation Stage and how children learn. The individual support they give results in children who are confident and eager to learn. The children are stimulated, motivated and constantly engaged in their play, spending time playing on their own, with peers and with staff. An effective balance of adult-led activities complements the

continual provision which allows children to follow their interests and ideas both inside and outdoors. Detailed observations are regularly completed on children. These form their individual learning journeys and clearly identify future learning and inform planning as part of the monthly targeted VIP system. However, the system does not yet clearly link into the learning areas and early learning goals to monitor children's progress from their starting points or identify any gaps in their learning.

Children are becoming confident communicators. They listen well at circle times and during stories where staff take opportunities to extend their vocabulary and language skills. They talk to each other using words and signs and sing rhymes with assurance, joining in the actions enthusiastically. All children take pleasure in books and babies turn pages and babble with delight as they rub their fingers across a variety of textures. Older children are busy writing letters to Santa in the well stocked writing area and toddlers use brushes and their fingers to make bold painted strokes as they express their ideas at the easels. They are encouraged to learn about the world around them. Children dress up in sari fabric, make cards to celebrate Eid, hunt for mini-beasts and handle bark from the trees. Children work co-operatively together as they construct models and build roads and tracks for their vehicles or act out simple domestic scenes in the role play area. Children use their knowledge of number well. They fill round, square and star shaped boxes with counters to correspond with the number on the box and know how many more spades of sand they need to fill the bucket. Children show a willingness to try new things, such as a complex puzzle, with help from a staff member. Children are beginning to develop skills for the future.

Babies explore their environment with pleasure and determination. They enjoy games of peek-a-boo and giggle and coo as they pull faces at reflections in the mirrors. They nest boxes, stack bricks and rings and post shapes. They settle easily to sleep and wake up smiling. They enjoy cuddles from the staff when they are tired and are reassured when they are distressed.

Good emphasis is given to promoting children's health as effective hygiene measures are implemented. Low level sinks, soap and towels are effectively used by children who understand the importance of washing their hands. Fresh air and exercise play a large part in the children's nursery day. Menus reflect a good balance of healthy meals, including fruit and vegetables, and respect children's dietary and cultural requirements. Effective policies and procedures to prevent the spread of infection further protect children's health.

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	2
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
--	---

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	1
The extent to which children develop skills for the future	1

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

