

Nature's Nursery Ltd

Inspection report for early years provision

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Inspector

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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

Nature's Nursery was registered in 2007. It is privately owned and operates from a converted two storey building in the Middleton area of Rochdale. The children have access to play rooms on the ground and first floor levels of the property. All children share access to a secure outdoor play area. The nursery is open from 7am to 6pm, Monday to Friday all year round and provides out of school facilities for older children. There are currently 96 children on roll. The setting supports children with special educational needs and/or disabilities, and children who have English as an additional language. There are 22 members of staff, the majority of whom are qualified. The nursery is also registered by Ofsted on both parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are happy, settled and eager to play. Staff have a satisfactory understanding of the Early Years Foundation Stage framework; the children learn through activities based on their interests. Observation and assessment arrangements are in place, although the information is not always used to plan for individual children. The children's safety and welfare is promoted and all children are included. However, the children lack opportunities to respect each other's cultural backgrounds. All documentation is in place and the setting demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- plan and provide experiences which are appropriate to each child's stage of development in order to help them progress towards the early learning goals
- provide opportunities for children to use their home language as well as to develop English, in order to encourage respect for each child's cultural background and value linguistic diversity.

The effectiveness of leadership and management of the early years provision

The children's safety and welfare is promoted through detailed written risk assessments to both the premises and outings. Numerous safety measures are in place to create a safe and secure environment. An emergency escape plan is in place and practised regularly with children. All written policies and procedures are in place to ensure the safe and efficient management of the provision. The children are protected through staff being qualified and vetted, and having a good understanding of child protection procedures. The manager leads the staff team well through arranging regular meetings and role modelling positive practices. She

motivates her staff and maintains enthusiasm through involving them in decision making and valuing their input. Staff and management are highly committed to bring about improvements as they constantly review practices using action plans to identify areas for development. For example, they now review all policies annually and have introduced strategies to improve children's communication.

Feedback is sought from parents using questionnaires, and the management respond well to parents' comments in order to bring about improvements. Thorough steps have been taken to complete actions from the last inspection, such as, parents' consent is now obtained for emergency medical treatment and opportunities are provided for children to recognise their own names. These improvements enhance the care and learning of the children attending the setting. Furthermore, staff are well supported in attending ongoing training to increase their knowledge and skills. A partnership with parents policy is in place and states 'the importance of developing relationships with parents and involving them in the setting.' For example, potty training is introduced together following discussions with parents and methods agreed to ensure consistency for the child. Parents are welcomed into the setting and are at ease talking to staff. Parents are involved in their children's learning and development through daily chats, the sharing of children's profiles and parents recording their own observations to share with staff. New parents receive a wealth of information, such as a welcome pack, routines and menus. Information regarding the uniqueness of each child is obtained from parents, such as likes, fears and favourite food. The children's individual needs are discussed with parents and recorded on application forms, including health and dietary needs.

Some recognition of festivals from other cultures helps the children develop an awareness and understanding of diversity. However, they have limited opportunities to value linguistic diversity and learn about each child's cultural backgrounds, hindering their understanding of the wider world. All children are included in activities as staff adapt and adjust the way play is provided to suit all levels of ability. The children are prepared well for the transition from the setting to school as the provision has established strong links with local schools providing the Early Years Foundation Stage framework by organising visits from teachers, sharing verbal and written information with key workers and arranging meetings for parents and children, in order to ensure progression and continuity of care and learning. The children benefit greatly from the setting working effectively with other agencies, such as inviting professionals into the setting to discuss the delivery of individual development plans to help all children progress and achieve.

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

Staff help children to learn by providing activities based on their interests. The staff have a satisfactory understanding of the Early Years Foundation Stage framework and provide a learning environment covering all areas of learning. Children confidently initiate conversation and respond well to simple instructions; babies frequently make sounds with their voices as they babble and squeal to communicate. Babies show interest and curiosity as they freely explore the

environment. Children ably operate simple programmes on the computer and seek to do things for themselves. Babies and children enjoy the company of others as they often smile, laugh and play together. The children recite number names as they successfully count the plates at lunch time. They move in a range of ways, such as pedalling bikes, kicking footballs and climbing steps. Children construct well using large materials and use their imagination in role play; for example, they pour drinks and cuddle the dolls in the home corner.

Babies and young children develop their senses through exploring a range of wooden and metal objects, different textures, mirrors, mobiles and shakers. Children freely choose what they want to play with and, at times enjoy adult-led activities, such as circle time and craft activities. Staff find out what children can do on entry to the setting. Observation and assessment arrangements are in place; although the information is not always used to identify and plan for individual children's learning, hindering their progress towards the early learning goals. Staff help children to learn to keep themselves safe through appropriate discussions. Children and babies show they feel safe as they move around freely and confidently. An effective key worker system contributes to children's care and well-being by helping new children settle, liaising with parents and ensuring individual needs are met.

The children benefit from fresh air and exercise at different times of the day. An exclusion policy and use of paper towels helps prevent the spread of infection, appropriate action is taken when children are ill and the children understand the importance of hand washing as staff explain it is to get rid of germs. The children enjoy healthy food at meal and snack times and water is freely available, keeping their bodies healthy and hydrated. Staff treat children with kindness and consideration, and as a result children have fun and enjoy themselves. Children enter the setting confidently and enjoy positive relationships with each other and the staff. They cooperate well together and learn to share. The children feel some sense of belonging as their name cards are displayed and they have their own bags and coat pegs. They are valued as they are gradually admitted to the setting through visits with parents. The children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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