

# Charnwood Nursery and Family Centre

Inspection report for early years provision

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**Inspector** Shirley Leigh Monks-Meagher

**Setting address** Charnwood Nursery and Family Centre, St Pauls Road,  
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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

Charnwood Nursery School and Family Centre is run by the Charnwood Trust and opened in 1978. The nursery operates from a purpose-built, two storey building in the Heaton Moor area of Stockport, which is close to parks, shops and the library.

The nursery provides care from 9am to 3.30pm, Monday to Friday, term time only. Wrap-around care is provided from 8am to 9am and from 3.30pm to 4.30pm, Monday to Friday, term time only. The setting also provides an opportunity group which runs every afternoon. Play days for children with special educational needs and/or disabilities and their siblings are frequently offered during holiday periods, and a support group, parenting courses and drop in sessions for parents. A toy library is accessible to all families.

There are currently 75 children on roll, this includes 53 children in receipt of funding for early education and 23 children in receipt of Special Educational Needs (SEN) funding. The nursery supports a number of children who speak English as an additional language and children with complex special needs.

The children have access to two open plan play areas, one on each floor, two soft play rooms, a light room and several therapy rooms. Bathroom facilities are available on both floors. A lift is available to facilitate access. A garden and playground are provided for outdoor play.

The nursery is staffed by a multi-disciplinary team of 30, which includes teachers, nurses, nursery nurses, special needs coordinators, speech and language therapists, physiotherapists, family and support workers, administrative staff, a cook/housekeeper, volunteers and domestic workers.

The facility is a member of, the National Day Nurseries Association and the Toy Library Association, and gains support from the Sure Start Development Officer, the Sensory Impaired Services, the local health authority and speech, language and occupational therapists.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outstanding leadership and management, high staff to child ratio and a multi-disciplinary, dynamic staff team who share a common vision significantly enhances the children's safety, welfare and rapid progress. The exemplary relationships between children and staff and the effective use of observation and assessment to challenge and develop the children's new learning and encourage their independence and confidence are major strengths. The partnerships forged with parents, schools and other agencies ensure the uniqueness of every child is of the utmost priority, respected and valued. Consequently, children flourish in the nurturing, welcoming and inclusive atmosphere where expectations are high. Self-evaluation is collaborative, thorough and highly comprehensive. The staff are

reflective practitioners who successfully sustain consistently high standards by continually striving to improve outcomes for the children who attend.

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

To further improve the high quality early years provision the registered person should consider:

- developing opportunities for parents to contribute to their child's assessment records.

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

Robust safeguarding policies and procedures are in place and are effective in practice. Practitioners are diligent in child protection matters and are extremely confident in their roles and responsibilities in protecting the children in their care. Procedures for vetting and assessing the suitability, qualifications and experience of staff are stringently implemented. The premises are welcoming and maintained to a high standard. In-depth risk assessments enhance all aspects of the children's safety, minimising potential risks and allowing children to move freely and safely in and around the setting. Extensive documentation supports the excellent practice and ensures the safe and efficient management of the setting.

The leaders and managers have a clear sense of vision about what they wish to achieve and these aims are shared by their close and cohesive teams. They are passionate about the service they provide to ensure that children receive the highest quality of care and education. Good systems are in place to monitor and support professional development. Animated practitioners are dedicated and work exceptionally well together to create a safe, secure and vibrant child-centred setting. Well thought out learning environments, an abundance of resources and the effective deployment of highly skilled practitioners ensures that children are vigilantly supervised. They are well supported to develop their initiative and express their ideas, become independent and explore and discover for themselves. Equality and diversity are actively promoted within the setting to help children develop an awareness of the society they live in. The children are valued as individuals and this is reflected in their mature understanding of similarities and differences and the respect they have for themselves and their peers.

The high quality working partnerships with parents, schools and external agencies clearly place children at the heart of everything they do. Practitioners have a robust understanding of the children's backgrounds and needs through the superb information sharing with all persons involved with the individual child. Consequently, the children's needs are exceedingly well met. Parents are welcomed into the setting and their expertise is valued. For example, teaching other languages to the children. Extensive systems are in place to effectively monitor and evaluate their practice. This includes actively seeking the views of

parents who are encouraged through a number of avenues to comment on the strengths and weaknesses of the setting.

The parents' comments are extremely positive. They state that, relationships between practitioners, parents and children are excellent, that practitioners know their children very well and have high expectations of them. That the setting is friendly and homely with a superb atmosphere and that the good levels of communication help to promote a sense of security for both them and their children. The practitioners provide parents with a wealth of information sharing opportunities to widen their understanding of the Early Years Foundation Stage and how children learn. Parents are encouraged to be involved in their children's learning and are invited to meetings with their child's key person. However, practitioners have identified that there is not yet a role for parents in the current assessment processes.

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

The children are very well settled at the setting. They are confident and highly motivated and participate excitedly in new and favourite activities such as, music and movement, sand and water play, sorting and matching and circle times. Early communication skills are actively encouraged through discussion and debate. The children are effectively learning to listen to others and to wait for their turn to speak with the aid of small props which they hold as a reminder. They learn, through the dynamic use of characters, such as Bertie Bird and Morag, to match their words to symbols and signs enabling all children to fully participate in the activities on offer. The children interact positively both with adults and their peers and actively seek them out to participate in activities, to show off their achievements or simply for a hug.

Practitioners are highly skilled. Observation and assessment is intrinsic in their practice and effectively consolidates and challenges new learning for every child in their care. They have developed an extremely good balance between child-initiated and adult-led activities. The organisation of the environment ensures that children are able to participate in activities at their own level of understanding and ability. For example, children are learning about the natural world under the theme of mini-beasts. They search out spiders, ladybirds and caterpillars in the outdoor areas and learn how to handle them carefully whilst examining their features using magnifying equipment. They translate their findings into pictures and models using recycled materials or black dough and insect templates. Some children make posters, drawing the caterpillar on the steps or the spider in its web and using their early writing skills to warn 'not to step on them'. With the use of a butterfly house they watch as butterflies emerge from a chrysalis and older children demonstrate an extensive vocabulary as they describe the wing movements perceptively with the use of words such as 'fluttering'. Staff capitalise on the children's enthusiasm for the mini-beasts, using the theme to engage children in simple matching and sorting games, helping with number concepts such as, one more and how many in a group and by sharing favourite stories like the hungry caterpillar.

The children are able to move freely and safely between areas where activities and resources are set out to promote self-selection. A wealth of equipment, such as specialised walking frames ensures all children can take part. This enhances the children's opportunities to develop their independence and enjoyment. Outdoors is used as an extension to learning and enhances the children's good health. The children experience the outdoors frequently throughout the day. For example, they may be in the sensory gardens or listening to a story in the story corner, manoeuvring vehicles, shopping at the bakers or balancing on stilts. The setting is wholly inclusive. Children with complex special needs are fully included. For example, they are gently reminded to use their body to develop muscle control when they play in the sand, sat on a cushion and supported by their key person or are supported effectively to use the climbing equipment. The children learn about risk in a safe and secure environment. They respond positively, make excellent progress and delight in the high levels of praise they receive. The children have been included in planning some development work for the side play area. They have responded brilliantly with innovative ideas when asked how they can ensure all their friends, particularly the ones who use chairs, can participate.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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