

Canterbury Road Day Nursery

Inspection report for early years provision

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Inspector

Julie Firth

Setting address

186 Canterbury Road, Davyhulme, Manchester, Lancashire,
M41 0GR

Telephone number

01617484922

Email

Type of setting

Childcare on non-domestic premises

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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

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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*.

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Description of the setting

Canterbury Road nursery opened in 2009. It is privately owned. It operates from two floors in a large two storey detached property in the Davyhulme area of Trafford. There is a secure outdoor area. There is a ramp access to the building.

The nursery operates from 7.45am to 6pm Monday to Friday all year round except for bank holidays. The nursery is registered to care for a maximum of 78 children on the Early Years Register only. There are currently 45 children on roll. The setting supports children who speak English as an additional language, and those with special educational needs and/or disabilities.

The manager and deputy are well qualified and hold an degree in early years and an early year profile status. There are 19 staff who work with the children, all of whom hold a National Vocational Qualification to level 2 and 3. There is a cook on site .The setting receives support from Trafford Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The provider promotes children's welfare and learning in an inspiring and challenging way that provides a safe and inclusive environment. Exemplary systems are in place in relation to planning and assessment. Children are happily engaged and occupied in a highly stimulating range of play activities and experiences. Excellent emphasis on the individual needs of the children ensures that they make extremely good progress in their learning. The nursery have a highly successful partnership with parents; they are consulted and involved and kept well informed of their children's daily routines, care and learning. Also, extremely positive links with others promote excellent quality and continuity of education and care. The setting demonstrates a huge capacity for continuous improvement and self-evaluation is rigorous.

What steps need to be taken to improve provision further?

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

- further develop the tracking system to monitor children's learning and progress.

The effectiveness of leadership and management of the early years provision

A well qualified established staff team work extremely well together to ensure that children receive outstanding care. They are very enthusiastic and are exceptionally well supported by a dedicated management team. All staff have a highly effective

understanding of safeguarding children and keep up to date with training. They have an excellent knowledge of the signs and symptoms of abuse, and the procedures to follow should they be concerned about a child's welfare. All adults currently working with the children are suitable, and they are very aware that unvetted staff are not to be left with children. A record of visitors to the setting is maintained and all other aspects of documentation relating to the welfare of the children are in place, of a very high standard and stored to respect confidentiality.

The nursery are extremely committed and work very well to promote an excellent and inclusive service to both children, parents and carers. Exemplary documentation, policies and procedures are in place and copies are available to parents and discussed to ensure they are kept fully informed of her childcare. Parents are very well informed of the early years foundation principles in the welcome pack and letter with exceptional involvement in their children's learning and development. They maintain children's individual daily diaries, a very informative notice board, detailed questionnaires and they are able to view and comment on their children's assessments. They are able to take home their children's learning journey every month, and monitor the excellent progress children are making since starting the nursery. The setting has experience of working closely with parents and outside agencies, to promote an inclusive and welcoming environment for children with special educational needs and/or disabilities. In addition, staff attend case conferences and ensure the children are fully integrated exceptionally well into the nursery. The nursery have excellent systems in place to work with other agencies to ensure they are able to complement the Early Years Foundation Stage provided by them. For example, they all work very well with Sure Start, and have systems in place to liaise with the local school.

Highly effective self-assessment procedures are in place to monitor and evaluate the provision which takes into consideration the views of parents, children and outside agencies. Furthermore, they are shared at the staff meetings and the manager has devised a monthly observation sheet alongside the appraisal system, to enable her to monitor the staff's knowledge and suggestions relating to the early years foundation stage. This is followed on by the manager and the deputy working extremely close to observe children's assessments and progress throughout the nursery. Future plans for the nursery are extremely well targeted to further promote positive outcomes for children. For example, a very detailed booklet stating future plans, indicates more pleasures and resources for the children to experience. A staff training file and an exemplary commitment to staff development ensures the team are confident, capable of and committed to delivering high quality care.

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

All staff have an excellent understanding of children's likes, dislikes and capabilities. They use the framework in great detail to further develop their childcare practices. The key worker groups work extremely effectively across all rooms. Rigorous planning provides a superb range of interesting and stimulating

activities, to help the children make progress across all areas of learning and development. Children are very happy and settled and consulted in planning through suggestion boards. Furthermore, they have their own self evaluation programme set up on the computer to reflect on activities, and what they learn from them. Staff successfully use the information they receive from parents through the individual record forms when the children start, which are completed with excellent detail. This ensures the needs of all children are extremely well met. They observe children at play and use this information to chart their progress and plan their next steps in learning. Assessments indicate that children are making extremely good progress. However, the new devised tracking system is in the early stages across some of the rooms.

The environment is extremely highly stimulating. An excellent range of accessible resources help children to explore and investigate and fully promote diversity. In addition, the children take part in celebrating festivals which reflect their own cultural beliefs and help them to become aware of differences. The cook works in the rooms with the children tasting foods from different countries and make bread for harvest day. There is a very strong emphasis on independence, and children are encouraged to access their own drinks and take excellent responsibility at the self serve meal times. They use language very well and are encouraged to make marks, recognise letters, hold a pencil correctly, read and use sounds. Taking home a bear into their own homely environment instigates very good conversation on their return to the nursery. Children develop a very good awareness of numbers from a very early age through rhymes, and have access to a large amount of puzzles and problem solving activities. A wealth of photographic documentation around the walls shows the children have lots of opportunities to express their own thoughts and ideas using a variety of creative materials and role play. Babies in their own room make marks and heuristic play is extremely well promoted. Children enjoy a wealth of messy play and have access to sand, water, saw dust, shredded paper and lots of paint.

Children benefit from being cared for in a homely friendly nursery which is extremely clean, warm and well maintained. For example, children engage in activities which enable them to enhance their hygiene awareness. Children are extremely well nourished, hydrated and develop an awareness of healthy eating as a very well-balanced and nutritious diet is in place to aid their growth and development. The excellent menus are popular with parents and children and recipes and ideas are regularly shared with them. The outdoor play area is extremely well designed and very well resourced to support many areas of children's learning. Babies' have access to fresh air talking regular walks in the community. All children benefit from some time in the relaxing environment of the sensory room. Furthermore, pre-school children have access to a large amount of equipment in the slippery snakes room to promote their balance and climbing skills.

The premises are extremely safe and secure and both indoors and outside are subject to rigorous risk assessments to ensure that risks to children are minimised. Trips are well thought-out to enable children to have fun in a safe environment. Children are involved in the regular fire drill and participate in a large variety of topics, such as stranger danger and road safety. Children are regularly reminded of

how to keep themselves safe and staff also involve the parents in safety procedures round the nursery. Behaviour is exemplary, children follow the excellent example of the staff in showing respect to each other and are very aware of the rules of the nursery. Positive praise is exceptionally well promoted, and children gain a reward to place on the thinking tree placed in the reception area when they take responsibility or show kindness to each other. Furthermore, children in the pre-school room proudly display their work in the golden book which extremely encourages their motivation to learn throughout the day.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

Outcomes for children in the Early Years Foundation Stage	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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