

The Christie NHS Foundation Trust

Inspection report for early years provision

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Inspector	Angela Cuffe

Setting address	Palatine House, 63-65 Palatine Road, Withington, MANCHESTER, M20 3LJ
Telephone number	0161 918 7550
Email	heather.milliard@christie.nhs.uk
Type of setting	Childcare on non-domestic premises

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

T: 0300 123 1231
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

The Christie Hospital Day Nursery was registered in 2009. It operates from a three storey building in the West Didsbury area of Manchester. There are three children's rooms which are situated on the ground floor. Children have access to an enclosed outdoor play area. The nursery provides care primarily for employees of the Christie Hospital. It is open each weekday from 7.30am to 6pm all year round.

The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 82 children aged from six months to under five years on roll, some in part-time places.

There are 24 members of staff, all of whom hold early years qualifications to at least level 3. All staff are trained in paediatric first aid and attend relevant training on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and well-organised environment. Staff have a good understanding of the Early Years Foundation Stage requirements, which ensures children's care and learning is appropriately maintained. Children are well settled and secure and enjoy learning about the world around them. Children's welfare needs are met well as the staff establish positive links with parents and share information appropriately with them. All staff are qualified and attend training on a regular basis to further develop their knowledge and understanding. The manager has recently begun to reflect on the service she provides and has clearly identified areas for further improvement, which particularly focus on the observation and assessments and further development of the outside area.

What steps need to be taken to improve provision further?

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

- ensure that every child receives an enjoyable and challenging experience by organising the outdoor environment; giving children first-hand contact with weather seasons and the natural world
- promote the good health of children by taking necessary steps to prevent the spread of infection and re-enforce children's knowledge of personal hygiene
- ensure provision is made for all children to sleep safely without disturbance
- continue to develop the observations and assessment systems to ensure that the staff team are fully confident in its delivery and to ensure each child's next steps in their learning and development are identified and met.

The effectiveness of leadership and management of the early years provision

The manager and well-established staff team have a good understanding of child protection, and their responsibilities if they are concerned about a child's welfare. They are confident to follow procedures and link with other agencies to ensure children are safe. A comprehensive child protection policy is shared with all staff and parents, and keeps them well informed of their responsibilities. Detailed risk assessments on the premises, and also for outings, ensure that safety is continually monitored and reviewed. Fire drills are practised regularly, which ensures children understand what to do should the need to evacuate the premises arise. All required records and documentation are in place. Children sleep or rest in their rooms after lunch. However, appropriate sleeping arrangements have not been fully established.

Staff actively promote equality and diversity in their practice to ensure all children have a good understanding of the way other people live. Resources are of good quality and are stored within easy reach of the children. The manager and staff work in partnership with parents and outside agencies to ensure specific learning programmes are used effectively to enhance children's development. Parents provide positive feedback and are complimentary about the care their children receive. Continuity of care for the children is enhanced, as the staff develop positive links with other provisions children attend using individual 'all about me' files.

Resources are well maintained, clearly organised and are easily accessible to children, which fosters their choice and independence. The staff team have a good knowledge of the Early Years Foundation Stage framework. An effective key-worker system is in place which impacts on the care and well-being of the children. Observations are carried out on a regular basis and recorded in each child's learning journey file. However, these are not spontaneous or meaningful; they don't always link to the six areas of learning or show how each child's next steps are focused on in the overall planning. All staff have an early years qualification and all attend regular relevant training.

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

The dedicated manager and staff team provide a well-organised facility where children are nurtured and learn through play. Staff are deployed effectively to meet the needs of the children and support their development. Children are very happy and well settled. The staff team are caring and supportive, which enables children to feel safe and secure and form trusting relationships. A varied range of heuristic materials and stimulating activities are available for children to choose from, which take into account children's different ages and stages of development. This ensures all children are able to participate in activities, and as a result, they make good progress in their development and are motivated to learn.

Children are enthusiastic learners and take a lively interest in everything they do. They demonstrate good levels of concentration and the relaxed, supportive atmosphere enables them to freely express themselves. Playing games together produces plenty of excitement and children laugh out loud as they explore the new toys. Children confidently communicate with each other and staff, as they spontaneously use their imagination by taking the role of a hairdresser with any cooperative adult. The younger children use paintbrushes well and explore the texture of the sand and paint with their hands and mouths. All children enjoy books and story time which enables them to join in and look at the characters as the story is read to them. Counting activities and playing with electronic puzzles, magnets and games, successfully promotes children's problem solving and reasoning.

Children develop a positive attitude towards diversity and take part in activities linked to various festivals. For example, they have access to a range of dressing-up clothes, books, dolls, puzzles and musical instruments. Each week the nursery take part in activities from a chosen country, where they look at the culture, make flags and taste traditional food. Children develop a keen interest in nature during their time in the outside play area, although direct access to the natural world is limited. They also access large equipment, such as climbing frames and slides. This helps them to develop control and coordination over their bodies. Children eagerly express their creativity as they regularly access a range of materials to create pictures, such as glitter, coloured paper and leaves.

Children's good health is well promoted because effective hygiene procedures reduce the risk of cross-contamination. Surfaces, toys and equipment are kept clean and children independently use hand washing facilities and tissues. However, children do not always practice general personal hygiene routines, which increases the risk of cross-infection. The children are provided with healthy and nutritious meals and snacks, and have access to drinking water at all times to enable them to satisfy their thirst when needed.

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	2

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	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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