

Holyrood Nursery @ Baugley Childrens Centre

Inspection report for early years provision

Unique reference number

EY402850

Inspection date

24/05/2010

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

Holyrood Nursery @ Baugley Children's Centre was registered in 2009. It is run by a private company who provide 13 registered early years settings in the North West of England. Children attending have access to two playrooms, an outdoor play area and associated facilities. Baugley Children's Centre in Manchester is close to local schools, shops and parks. Children attend on a variety of placements. The nursery opens five days a week from 7.30am until 6pm all year round, except for bank holidays.

The nursery is registered to care for a maximum of 56 children on the Childcare and Early Years Registers at any one time. Currently there are 52 children aged from birth to five years in total on all registers. The nursery supports children who speak English as an additional language and those with special educational needs.

There are 16 staff who work with the children, 11 of whom hold an appropriate early years qualification. The nursery receives support from Manchester Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's individual needs are generally well met and they make satisfactory progress in their learning as they experience a wide variety of activities. The learning environment adds considerably to children's learning. The nursery builds good relationships with parents and makes some links to involve them in their children's learning. Staff work effectively in partnership with other agencies, such as Sure Start, to meet the specific needs of children. Management and staff monitor the nursery's ongoing progress and improvement through meetings and discussion. The self-assessment process is not fully developed and as yet does not include nursery users in the process.

What steps need to be taken to improve provision further?

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

- ensure staff have a good understanding of nursery policies and that they follow them consistently, in particular with regards to fire safety, hygiene and communication of information
- increase the staff's understanding of the observation, planning and assessment cycle so that they are enabled to use it as a tool to drive their practice
- strengthen the understanding of the key worker system in the baby room to ensure that the key person meets the needs of their key children by developing a genuine bond through proactive interaction
- ensure risk assessments reflect all identified risks and that action is taken to remove or minimise identified risks in acceptable time scales

- offer babies and very young children water at regular intervals
- develop resources in mark making to encourage children's independent usage of mark making for a purpose
- ensure the special educational needs coordinator has a good understanding of the code of practice.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the application of good employment practices, such as vetting staff. All staff have completed training in safeguarding and there is a comprehensive policy and procedure. Staff are vigilant in monitoring children and moving with them to ensure they are always supervised. The hygiene policy is meticulously followed by some staff to minimise the risk of cross-infection. However, practice across the staff base is inconsistent and some practices could lead to cross-infection. New staff demonstrate a clear understanding of all policies and procedures following their effective induction, which adds to the children's safety and well-being. Current short term disruptions within the nursery have led to some confusion amongst staff regarding fire drills. Roles, responsibilities and communication channels are generally well understood by staff. However, not all important verbal communication from parents has been passed to management to record appropriately.

Since registration five months ago, management and staff have worked together to build a shared vision of what they wish to achieve in the nursery. Management encourage staff to take responsibility for development, for example, by identifying their own training needs during appraisal meetings and by contributing to nursery developments during staff meetings.

The nursery values parents as children's primary carers and takes good care to gather information from parents that allows the nursery to provide care that is consistent, both with the parents' wishes and with the children's natural patterns. Parents are fully involved in their child's education from the start as they complete an assessment of their child's starting point with nursery staff and give written comments on regular summaries of their child's progress. Parents' written comments are all very positive about the nursery, stating that their children are happy and making good progress because of the interesting activities on offer. Babies follow their own sleeping and eating patterns and pre-school children who want a nap are encouraged to do so. Parents have opportunities to view policies and procedures. They are involved in an induction of their child and can view any document appertaining to their child whenever they want.

The premises are well maintained. Written risk assessments are completed and regularly reviewed, for activities as well as the building, to ensure the safety of all users. Some risks, such as the heavy fire doors, have been identified and strategies have been put in place to minimise the risks, although these have not been recorded.

The learning environment has been carefully planned to meet the needs of

children. A wide range of good quality resources is readily available to children, who independently use them to link ideas, such as arranging a 'picnic' with resources from the role play area. The mathematics and exploration area in the pre-school room excites a lot of interest and provides valuable learning experiences. Children's ability to use mark making for a purpose in their independent play is less well supported.

Management ensure that staff have the skills and abilities to meet the needs of children through mentoring and access to training. All staff are to undertake first aid training to ensure all have up-to-date knowledge in this area. Children with special educational needs are well supported as the nursery works closely with a range of support agencies. The nursery's special educational needs coordinator has not completed additional training for the Special Educational Needs Code of Practice and is currently being supported in this role by the area manager.

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

The nursery puts strong emphasis on children building confidence and being independent, both qualities that equip children for their future. The nursery has organised both rooms well to support the growth of these qualities. For example, in the baby room, staff have placed all resources at or near floor level and planned activities to take place on the floor. All areas of learning are independently accessible to children in all rooms and children confidently plan their own learning, supported by attentive staff.

Staff in both rooms observe children and are beginning to use these observations to inform the planning for children's next steps in learning. The individual planning in place takes account of children's interests, for example, postmen and the building work taking place in an adjacent building. This allows staff to set challenges for children that are appropriate and further children's learning. However, some staff have an insecure understanding of the planning cycle and this has led to some children receiving inappropriate challenges, for example, children being encouraged to write by tracing their names without having the physical skills to do so. Management are aware of the weaknesses and are putting strategies in place to support staff. A good monitoring tool to ensure a balanced curriculum and delivery is available, but as yet not used by staff.

Children benefit from daily opportunities to learn outside. The outdoor area supports children to learn in all areas and supports different learning styles. Children balance, ride bikes, enjoy water and sand play, take photographs, paint on a large scale on the floor with water and are encouraged to play vigorously. All children aged two and above attend weekly 'stretch and grow' sessions which effectively promote their understanding of and participation in a healthy lifestyle.

Children's creativity is valued and nurtured. Each room is decorated with children's artwork, and role play is enjoyed by all the children in each room. For example, in the toddler room, children dress as various animals and mimic the noises they make, while older children sort fruit for a shop and pretend to peel the bananas as

they mimic the actions of a member of staff. Staff in the pre-school room are skilled at modelling behaviour for children and causing them to think analytically through open questions and shared thinking. The practice in the baby room is less consistent. Staff meet the day-to-day needs of all babies well, with the exception that some staff fail to actively encourage babies to drink in between meals on a warm day. Water was available to the toddlers and babies at all times. Staff know the children in the baby room well and are able to describe their care routines and individual needs. However, learning for some babies is less effective as staff do not talk sufficiently to them nor communicate effectively through facial expression. Babies receive care from a number of staff, which does not fully support the building of genuine bonds that are necessary for the emotional well-being and development of children.

Children are very well-behaved as they are valued and appreciated, and their views and choices are respected. They gain good skills for the future as independent, active learners.

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	3

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	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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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