

Sandbrook Children's Centre Nursery

Inspection report for early years provision

Unique reference number

EY338453

Inspection date

18/05/2010

Inspector

Jane Shaw

Setting address

Sandbrook Community Primary School, Hartley Lane,
Rochdale, Lancashire, OL11 2LR

Telephone number

01706 718057

Email

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Sandbrook Children's Centre Nursery is one of six nurseries run by Creche and Co. It opened in 2006 and operates from three rooms in a purpose built building. It is situated in the Kirkholt area of Rochdale and is situated within a Sure Start community building, which is attached to Sandbrook Community School. All children have access to an enclosed play area. A maximum of 60 children may attend at any one time. The nursery is open each weekday from 8am to 6pm all year round. There are currently 29 children aged from eight months to under three and a half years on roll. Of these, six children receive funding for early education. The nursery employs seven members of staff. All hold appropriate early years qualifications. Three have attained National Vocational Qualification level 2 and four have attained National Vocational Qualification level 3 or equivalent.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and inclusive environment where all children are clearly valued for their individuality. Good leadership and team working ensures children's care, welfare, learning and development are well promoted. Staff know the children well, and as a result, they meet their individual needs successfully. Consequently, children make good progress towards the early learning goals. Partnerships with parents and carers are positive and support children's placements well. There are effective links in place with other providers, children's centre and teaching staff, and other agencies to support children's placements and the delivery of the Early Years Foundation Stage. Effective systems are in place to reflect on the nursery's practices. Systems for self-evaluation are in place, and the successful completion of recommendations raised at the last inspection demonstrates the nursery's capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- amend the safeguarding policy to ensure that the procedure to be followed in the event of an allegation being made against a member of staff is clear
- ensure the daily record of the names of the children looked after on the premises, staff, their hours of attendance and the names of the children's key workers is consistently accurate at all times.

The effectiveness of leadership and management of the early years provision

Children are positively safeguarded because staff have a clear understanding of the indicators of abuse and the procedures for reporting concerns. Appropriate policies and procedures are in place, however, the safeguarding policy is, in parts,

unclear. Secure recruitment and vetting procedures are in place to ensure the suitability of all staff working with the children. All required records are appropriately maintained to promote the safe and efficient management of the nursery, however, the attendance registers have some details missing. A high ratio of qualified staff are employed who show a commitment to their ongoing professional development by attending training, both in-house and externally. The key person role is effectively implemented and ensures records of children's development and achievements are kept up-to-date and parents and carers are informed of their child's progress. Regular management, group room, and full staff meetings are held to discuss planning and other nursery issues, and the manager conducts regular staff appraisals to review performance and ongoing training needs. The nursery has recently introduced peer observations for staff. Management are aware of the importance of reflective practice and have implemented systems for self-evaluation, including staff in the process. As a result, the nursery's commitment to driving ambition and continuous improvement is clearly evident.

Positive partnerships with parents and carers are in place. They have access to written information about the nursery and what it has to offer their children. Plans are displayed, questionnaires are issued and suggestions acted upon. Parents' evenings take place where information about the Early Years Foundation Stage is given. They are encouraged to participate in their child's learning at home as children take home books and story boxes. Parents and carers spoken to confirm that they are very happy with the nursery and what it offers their children in terms of care and education. Staff obtain relevant information about the children's starting points, abilities, interests, likes and dislikes, enabling them to plan appropriate care, activities and opportunities. Staff liaise with teaching staff on a regular basis.

Staff have a good understanding of the Early Years Foundation Stage, and as a result, all children make good progress in their learning and development, and some children make very good progress. Children access a wide range of activities and opportunities based on their interests, self-selection of resources, and some planned activities. The nursery is committed to the promotion of equality and diversity. Children are able to move freely between the indoor and outdoor environments.

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

The organisation of the resources, environment and daily routine and the effective deployment of staff ensure that children benefit from a wide range of experiences. Effective team working and committed staff who have a clear understanding of the Early Years Foundation Stage support the children's learning, development and enjoyment. Staff are confident in enabling children to make informed choices about their activities and plan activities based on children's interests and achievements. All staff undertake spontaneous and focussed observations throughout the day which show the children's progress and achievements.

Children are developing skills of independence. Babies show good skills in feeding themselves, toddlers and older children independently access tissues and pour their own drinks, and pre-school children serve their meals from serving dishes. Toddlers and older children make choices about activities, whether to play indoors or outdoors, and when to have their snack. Children's behaviour across the nursery is very good. They show care and consideration for one another as they sit quietly at circle time and story time, listening to stories and one another talking, and as they help one another put on their shoes. Children are proud of their achievements as they ask the inspector to look at the cakes they made during a baking activity. Babies babble excitedly to staff and are able to make themselves understood. When a staff member asks a baby to look at the spider on the fence, the baby excitedly makes the movements associated with Incy Wincy Spider. All children have opportunities to make marks indoors and outdoors using a range of resources. For example, toddlers make a list of orders in the cafe, and older children write their names on the magnetic letter board.

Children develop an understanding of size as they talk about 'big' and 'little', and numbers as they count the number of spoons of flour needed when baking cakes. They use different sized containers and implements to fill buckets in the water tray. Children competently use a computer keyboard and mouse to complete games and various tasks, as well as access to a variety of interactive resources. Activities and resources promote children's understanding of diversity. Physical development is well promoted throughout the nursery where children climb using alternate feet, run, change direction and speed. Pre-school children visit the cycle track to look at moving in different ways. Staff support babies in the development of their walking skills and manipulative skills as they learn to feed themselves and fit keys into locks. Children are introduced to a variety of craft activities and opportunities, using many different techniques and media to explore their creativity. Babies enjoy the feel of the soft grass they were helped to plant in the garden area. All children enjoy playing in the sand on their 'beach'. Older children enjoy den building in the outdoor area. A wide variety of resources enables children to practise and consolidate skills and staff skilfully interact to present further challenges.

Staff work closely together with parents, carers and other professionals to ensure that children's health and medical needs are well catered for. Children are provided with healthy snacks, and drinking water is consistently available. They learn about the importance of a healthy lifestyle through discussions with staff and planned activities. Children are encouraged to be good citizens and develop good skills for the future through the variety of experiences and opportunities on offer.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----