



Lightbowne Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY305368
Inspection date	23 January 2006
Inspector	Susan Magaret Lyon
Setting Address	Adrian Street, Lightbowne, Manchester, M40 5EA
Telephone number	
E-mail	
Registered person	Manchester College of Arts & Technology
Type of inspection	Integrated
Type of care	Full day care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Manchester College of Arts and Technology is registered to provide day care and crèche facilities at Lightbowne Neighbourhood Nursery for 26 children. The nursery operates from a single storey building and consists of three playrooms. The nursery was registered in 2005 and offers care to parents from the local community and the crèche supports parents attending training courses. The opening hours are Monday to Friday from 08:00 to 18:00 hours. The crèche operates from 09:30 to 12:00 and

13:00 to 15:30 hours. There are 6 members of staff, all of whom hold an appropriate qualification. The team leader holds a level three qualification and is experienced in the care of babies and young children. The nursery is in receipt of educational funding for one child. The crèche supports children who have English as an additional language. The nursery currently has 25 children on roll.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children stay healthy through daily routines; for example, washing hands before food and brushing their teeth after meals. Their individual health and dietary needs are met through discussions with parents and recording special diets or allergies. A clean and hygienic environment and an exclusion policy protects children from the spread of infection. Young children benefit from the staff's ability to maintain basic hygiene procedures during nappy changing, such as, use of gloves and hand washing. However, children lack opportunity to keep healthy through regular fresh air and exercise due to limited resources and the absence of a planned outdoor curriculum.

Children are nourished through healthy meals and snacks, such as, fresh fruit and salad. Children respond well to sitting at the table and enjoy socialising during mealtimes. However, children are not learning that water is good for their bodies as it is not easily available and accessible to them. Children benefit in the crèche from a healthy eating policy which parents adhere to when supplying food and drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, safe and secure environment. Children are kept safe through several safety measures in place, such as, socket covers and safety gates. The space is organised to allow children to move around freely and safely within designated busy and quiet areas in order to meet the safety needs of non-mobile children. Children use suitable and safe toys and equipment which meet British safety standards and are kept clean.

Children's safety is enhanced through the completion of daily written checks and risk assessments to the indoor and outdoor premises both in the nursery and crèche, where hazards are identified and appropriate action taken. Children learn to keep themselves safe through clear boundaries and explanations from staff; for example, not running and climbing on equipment. There are effective security measures in place to ensure that access to the building is restricted which keeps children safe.

Children's safety is enhanced due to staff having awareness of fire prevention. They develop an understanding of fire precautions through being made aware of and practising the emergency escape plan. Children are protected because staff are clear about their roles and responsibilities in a child protection situation.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally happy and confident in the nursery and crèche and have good relationships with the staff. They have access to a sufficient range of resources and experiences which interest them. They access a range of art and craft materials which develop their creativity thus promoting their sense of achievement. Children play happily and cooperate well together in their self chosen activity which is often adult-led. Young children learn new knowledge and skills through staff spending time with them, talking and discussing and helping them to learn about colours and numbers. Children develop confidence and self-esteem through being given lots of praise and recognition for effort and achievement. In the crèche children are enthusiastic and eager to participate in all activities. They enjoy exploring with paint using brushes and fingers and are keen to talk about their pictures; for example, " Mine's a turtle, mine's brown!" Babies and young children are able to develop their senses through heuristic play, such as, using treasure baskets. Older children enjoy sensory play using sand, water and baking.

Nursery Education

The quality of teaching and learning is satisfactory. Children settle well and enjoy their time in the nursery. They show interest in the activities provided for them. However, the staff have insufficient knowledge and understanding of the Foundation Stage and how children learn, and as a result, the activities and experiences provided do not cover all six areas of learning. Planning of activities and assessment systems are in place and show that staff make observations of children's play. However, these are not used to inform future planning and targets for individual children. Children enter the setting confidently and quickly settle into the familiar routine. They independently choose from activities set out for them, but, at times, appear unfocused and wander round aimlessly due to lack of structured and purposeful experiences planned for them, to help them work towards the early learning goals. Staff are deployed well to spend time with children and involve themselves in what children are doing. However, children are insufficiently challenged through lack of open-ended questioning from staff to extend their learning and thinking; for example discussions about days of the week, today's weather, seasons and name recognition. Children enjoy accessing resources as they wish, but not all play equipment relating to the six areas of learning are readily available and accessible, thus impeding on their capacity to become independent learners and use their initiative. The environment is bright and colourful with children's art work displayed, although children's learning is hindered through the lack of visual aids, such as, number lines, colour charts and examples of written text displayed at child's eye level. Children's confidence and self care skills are promoted through staff involving them in small tasks, such as, setting tables for lunch and rewarding them with praise.

Helping children make a positive contribution

The provision is satisfactory.

Children feel a sense of belonging through secure and trusting relationships with staff. All children are included in the life of the setting through staff having appropriate training, respecting children's individual needs and working with parents and other agencies for the benefit of the children. Their knowledge of the wider world is fostered using a variety of quality resources and books which contain positive images of race, culture and disability. This is supported by activities and discussions about cultural festivals such as Eid and Chinese New Year.

Children behave well throughout the nursery and crèche. They are learning to behave kindly towards one another and are learning right from wrong through staff acting as good role models and consistently praising positive behaviour.

The partnership with parents is satisfactory. Parents receive information about children's learning within the nursery through written reports and meetings. Parents are involved in children's assessments from their child's entry to the nursery through providing information regarding what their child can do. Information regarding the programme of activities and the curriculum is provided for parents on the notice boards. Parents of babies and young children receive daily written and verbal feedback on how the child has been and what they have done. Parents are welcomed into the setting and are happy to spend time settling children in.

Children's social, moral, spiritual and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management of the nursery education within the setting is satisfactory. Children are cared for by a staff team who have shared aims and objectives and are committed to continual improvement. Staff are motivated through strong leadership from the nursery coordinator who supports the professional development of staff through ongoing training. However, the setting lacks a system for monitoring and evaluating the Foundation Stage curriculum to ensure its effectiveness.

Children are protected through ensuring vetting procedures are followed for the recruitment and selection of staff. They benefit from being cared for by staff with knowledge and understanding of child development. Systems are in place to ensure appropriate ratios are met, thus maintaining children's safety and well-being.

Organised documentation contribute to the safe and efficient management of the provision, although some details are missing regarding fire safety records and the daily register is not up-to-date compromising children's safety. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not Applicable

Complaints since the last inspection

There are no complaints to report. The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure drinking water is available and easily accessible by the children
- provide opportunities for children to play and partake in physical exercise in the fresh air
- ensure attendance records for staff and children are accurately maintained and fire safety records include all relevant details

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the system for assessing children's progress and development is used to plan the next stages of children's learning
- ensure staff have sound knowledge and understanding of the Foundation Stage curriculum and its delivery
- provide play activities and experiences to cover all six areas of learning including physical development
- implement a system for identifying strengths and weaknesses in the Foundation Stage curriculum to monitor and evaluate the effectiveness of the educational provision.

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procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website:
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