



# Harpurhey Neighbourhood Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY302356
<b>Inspection date</b>	15 February 2006
<b>Inspector</b>	Shirley Leigh Monks-Meagher

<b>Setting Address</b>	Leisure Centre, Upper Conran Street, Harpurhey, Manchester, Lancashire, M9 4DA
<b>Telephone number</b>	0161 277 1927
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<b>Registered person</b>	Manchester College of Arts & Technology
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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?

Harpurhey Neighbourhood Nursery was registered in 2005. It is run by Mancat and operates from two rooms within the North City Family and Fitness Centre, Harpurhey, North Manchester. An additional daily crèche operates from a separate room. The provision serves the local community.

There are currently 35 children aged from 10 months to 3 years old on the nursery roll. This includes 2 children who are in receipt of the nursery educational grant. The

nursery supports children with both special needs and English as an additional language. The nursery operates Monday to Friday, 51 weeks of the year. Opening hours are from 08.00 until 18.00. The crèche is registered to take a maximum of 10 children at any one time. Crèche places require pre-booking.

The nursery has eight staff working directly with the children, 6 of whom hold appropriate early years qualifications to level 2 or 3, and the remaining staff are working towards a recognised qualification. The crèche has 3 qualified staff members.

The nursery benefits from its own children's centre teacher and receives additional support from a Foundation Stage Consultant and a Birth to Three matters Consultant from the Sure Start Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are protected from the spread of infection and cross-contamination. Staff follow comprehensive policies and procedures, therefore maintaining high levels of hygiene and ensuring that the appropriate measures are taken if children are unwell. Children are treated appropriately for minor injuries as staff are suitably qualified in first aid. Children are learning good health and hygiene practices. They wash their hands thoroughly with soap and water as part of the toileting routine and before handling food, clean their teeth and use individual face cloths after lunch.

By eating nutritious meals and snacks, children are developing an awareness of a healthy diet. They particularly enjoy the Healthy Eating Area, where they help themselves to fresh fruit from the bowl if peckish, and pour themselves water to refresh themselves when thirsty. Younger children are supported well by staff as they practice developing their pouring and peeling skills. In accessing and drinking water throughout the day, children are learning the importance of remaining hydrated and about healthy options. Meal times are social, relaxed occasions where all children are encouraged to feed themselves using the appropriate equipment for their stage of development. Older children serve themselves and enjoy enough for their individual needs. All staff are very aware of children's dietary needs and respect the wishes of the parents. The information is regularly updated, recorded and shared with all staff.

Daily routines include activities to help children to develop physical skills and a healthy lifestyle. They make good use of the outdoor area and the good range of outdoor equipment helping them to gain control of their bodies and develop large physical skills. Children are developing self-care skills. They are encouraged to use the toilet independently, pour their own drinks and serve their own food. They are starting to dress themselves for the outdoors, when dressing-up and using aprons. Children are beginning to recognise when they need a rest. The comfortable book-area and the home-area are frequently used by children independently for short relaxation periods.

Staff working with the very young children ensure that their emotional wellbeing is fostered as they are affectionate and attentive, sensitive to their needs and follow their individual routines as discussed with parents.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children feel welcome in warm, brightly decorated and stimulating rooms, where the furniture is of high quality and an appropriate size. However, insufficient appropriate sleeping equipment means that babies are sleeping in buggies. This poses a risk to their health. The toilet facilities are child friendly helping to promote children's independence skills and allowing them privacy. All rooms, including the crèche room, are well organised into learning areas and children move confidently from area to area. High quality toys and resources are stored at child height. Children make confident use of equipment moving it into different areas and are learning to return it when they have finished. This develops their decision making skills and encourages them to respect the environment.

There are satisfactory processes in place to keep the children safe, although a safety issue relating to parents pushing buggies through the nursery rooms to the outdoor store area has been identified. This action poses a risk to children's safety. Staff are vigilant about the security of the premises to protect children. The toys and equipment are well maintained, safe and clean ensuring the children's wellbeing. Children are developing an awareness of how to keep themselves safe within the setting. They are reminded why running and climbing are unacceptable and regularly practice emergency evacuation of the building. Because staff explain clearly to children and act as good role-models children learn to handle equipment safely, such as scissors, knives and forks.

Children are suitably protected regarding child protection as staff are able to put appropriate procedures into practice when necessary. The Child Protection Officer has a clear understanding of her responsibilities regarding keeping children safe from harm and neglect and a comprehensive child protection statement is shared with parents.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children are happy, busy and enthusiastic. Staff interact closely with children providing support and encouragement. Staff in the crèche and those working with the children under two years of age make good use of their knowledge and understanding of the Birth to three matters guidance to inform their practice. The current planning makes tenuous links to the guidance, but does not yet identify learning outcomes. Staff are aware of and quickly respond to children's needs; comforting them if they become upset and providing them with further stimulation if they become restless. They show an interest in their play and pleasure in the time that they spend with them.

Children become engrossed and explore the activities and resources fully using all of their senses. Some children are fascinated with a cornflour activity; they smell it and taste it and smile knowingly as it drips from their fingers down their arms. Through working closely with parents and observing the children staff develop a good knowledge of children's needs and most staff are skilled in meeting these needs. They offer children praise, follow their interests and ask some questions to extend activities and provide stimulation and challenges for younger children.

Children communicate effectively both verbally, through body language and eye-contact. They play alongside each other and are beginning to play together during role play and small world activities.

Nursery Education.

The quality of teaching and learning is satisfactory.

Staff are enthusiastic, thereby inspiring the children to become involved and interested in the broad range of activities on offer. Staff demonstrate a sound knowledge of the Foundation Stage curriculum. However, current planning provides insufficient detail to ensure that children are sufficiently stimulated in each early learning area and embryonic assessment files do not clearly identify children's progress or gaps in their learning. Staff promote the children's progress along the stepping stones by providing a range of activities. They support the children well in their chosen activities, helping to extend their learning and acquisition of skills. For example, at the painting activity children are encouraged to select shaped paper and identify it before expressing their own ideas with paint. Staff appropriately judge when to leave children to play independently. Children play happily in the home area and build train-tracks without any adult support.

Children are extending their knowledge and understanding of the world. They are developing their understanding of simple everyday technology; they play with telephones and a cash register in role play and particularly enjoy using headphones to listen to music cassettes. They enjoy recognising similarities and differences as they examine replica insects through magnifying glasses. A visit to the Post Office helps them to learn about the world around them. Children are encouraged to solve simple problems, such as folding and cutting, and fitting various types of construction toys together. Children are developing a positive attitude to others. They celebrate festivals, try a variety of foods and are surrounded by positive images of race, culture, gender and disability. Children enjoy completing number puzzles that promote counting and number recognition. They learn about capacity as they pour and fill containers in the water-play and shapes during art activities and construction. They show some interest in numbers as they join in with familiar counting rhymes. However, they do not use number in a meaningful way because staff fail to use the opportunities presented for this during everyday routines and activities.

Children's language and literacy are progressing well. Staff and children talk to each other throughout the day. As children play, they tell their news and happily join in with rhymes and songs after lunch. They are learning to listen attentively to stories and respond appropriately to questions during them. Book of the week is 'Toddlerobics' and children especially enjoy the rhymes and rhythm which is helping them with early

identification of sounds. They spontaneously share books with one another developing an enjoyment of reading. Children initiate drawing and writing using a range of mark-making materials, however, insufficient emphasis is put upon children learning about the different reasons for writing. Children are beginning to recognise their names. For example, some children can find their place at the lunch table, others their coat peg or their work drawer.

Children enthusiastically develop their creative skills. They are given plenty of opportunities to freely express their own ideas in paint, collage and construction. They fit tracks together to make their own layout for the trains, make their own feely-board using pasta, feathers and sand, and describe the contents of their pictures to staff. Staff encourage children to make sense of their world through role play. Children imitate the adults in their life, such as parents and teachers, perceptively. Staff plan opportunities for children to explore musical instruments and learn about different sounds.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are confident, have high self-esteem and a positive self-image. Staff work closely with parents and therefore have a good understanding of children's individual health, dietary, social and emotional needs, religious and cultural beliefs. They ensure that these are reflected and well catered for within the provision. Children learn about the diversity of our society through the positive role-models of staff, resources which portray positive non-stereotyped images and they acknowledge various celebrations and festivals. Children with special needs and English as an additional language are welcomed into the nursery. Staff work effectively with outside agencies to meet the specific needs of the children. The children's spiritual, moral, social and cultural development is fostered.

Children learn appropriate codes of behaviour. They generally play together harmoniously and enjoy the freedom to explore within appropriate boundaries. Children are learning to be kind to each other. An older child helps a younger child to find an apron so he can paint and another child shares his orange with other children. Children happily and effectively help to tidy-up and respond sensibly to small responsibilities, such as cleaning the tables for lunch.

Children benefit from the positive partnership that staff have developed with parents. They are cared for by staff that work with parents to meet children's individual needs and ensure that they are fully included in the life of the setting. Parents comment that staff are approachable and welcoming. They are provided with good quality information about the setting and its provision through notice-boards, leaflets, policies and written and verbal communications. Parents are aware of who their child's key-worker is.

### **Organisation**

The organisation is satisfactory.

Leadership and management of the nursery education positively contributes to children's progress towards the early learning goals. The manager and deputy work directly with children and in doing so they are able to monitor staff and the success of activities. However, there are gaps in the nursery education program because there is no rigorous monitoring system to ensure that all aspects are being covered. The manager is a good role-model, she is enthusiastic and reasonably confident with a sound knowledge of the Foundation Stage. Staff respond well to her lead. Development plans devised by the staff demonstrate that they are committed to continually improving the provision and their professional development.

Staff have a high regard for the wellbeing of the children. Robust recruitment and vetting procedures ensure that children are fully protected. Organisation is mostly good resulting in positive outcomes for children. Group sizes and staff deployment contribute to children's good health, safety, enjoyment, achievement and ability to take an active part in the setting. The adult-child ratio positively supports children's care, learning and play. An effective key-worker system is in place and parents are clear who to approach regarding the care of their children. Staff promote a sensible routine that includes free-play sessions and adult-led activities, snacks and meals, singing, stories, circle-time, outdoor play and time to rest, relax or sleep. Policies and procedures are reflected effectively in staff practice and underpin the children's care.

Overall, the provision meets the needs of the range of the 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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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):

- establish safe procedures relating to the storage of children's own buggies
- provide sufficient, suitable sleeping equipment to meet the needs of children under two years
- implement the development plans relating to the new Birth to three planning and learning journal to help staff clearly identify the learning objectives and plan for children's next steps

### **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):

- implement the development plans relating to the new planning and assessment documents to help staff clearly identify the learning objectives, include all aspects of the learning areas and plot children's progress through the stepping stones towards the early learning goals
- raise children's awareness of counting and number by introducing it into their activities and daily routines
- promote mark making by incorporating it into play situations to help the children become more aware of the reasons for writing
- introduce a rigorous system for monitoring and evaluating the educational provision

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