



Children 4 Most

Inspection report for early years provision

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| Unique Reference Number | EY242628 |
| Inspection date | 01 June 2006 |
| Inspector | Sarah Taylor |
| Setting Address | Portland Centre, 210 Portland Street North, Ashton-under-Lyne, Lancashire, OL6 7HT |
| Telephone number | 0161 331 9740 |
| E-mail | |
| Registered person | Children 4 Most |
| Type of inspection | Integrated |
| Type of care | Full day care |

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.

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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Children 4 Most is situated on Portland Street North in Ashton Under Lyne and is a purpose build nursery registered to provide care for 36 children aged under five years.

The majority of the staff employed to work at the nursery have a childcare qualification. The nursery is open from 08.00 until 18.00 from Monday to Friday. There are three play rooms. There are currently 51 children on roll of whom 13

receive funding for nursery education.

Children with learning difficulties and disabilities, and with English as an additional language are supported. The group are working towards the Quality counts award and achieved an Investors in people award in 2005.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive because staff follow highly effective procedures and practices which meet the children's nutritional, physical and health needs. They stay healthy because practitioners are able to implement the current and appropriate environmental health and hygiene guidelines. The children benefit from premises that are very clean and welcoming. There are stringent procedures in place for general cleaning and clearing up after each session. The exceptional adult support and guidance helps children gain an excellent understanding of hygiene and a real desire to become increasingly independent in their personal care. At an appropriate age, children use the child friendly bathroom to develop the routine of washing hands before handling food and after taking part in messy activities and toileting. There is a fully stocked first aid box in place and staff are competent in administering first aid to ensure any children with minor injuries are treated appropriately. Babies and toddlers are able to rest and sleep according to their needs in the cots, small beds and cosy area available to them.

Children are able to help themselves to easily accessible drinking water throughout the session and enjoy very healthy snacks and meals. The nursery ensure that they offer five portions of fruit and vegetables throughout the day. Children's health and dietary needs are successfully met as staff conscientiously record children's dietary needs. Children who experience problems with eating are skilfully and sensitively supported by staff.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. Staff have an expert knowledge of the Foundation Stage. Their excellent understanding of each child's stage of development means the children are confident to try out new skills, ask for help when needed and set their own limits within a safe environment. For example, children are able to play outside in the secure and safe area, where they enjoy developing hand eye co-ordination skills and learning to pedal tricycles.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children and their parents feel very welcome and comfortable in the superbly designed and beautifully decorated premises which are maintained to an extremely high standard. Thoughtful features such as the outdoor buggy store successfully contributes towards the well-being of the children. Rooms are maintained at the

optimum temperature to ensure children's comfort. The layout of the building meets the children's needs wonderfully as the areas are set out carefully, helping to promote a range of children's skills and independence. The three rooms are divided into areas to ensure children experience a balanced range of resources. Excellent storage, kitchen and laundry facilities contribute to the smooth running of the premises and the high quality care of the children.

The nursery is very well equipped to promote all areas of learning. Resources are of a superior quality with many of them made from natural materials. Toys and materials are extremely well organised and very accessible to the children. They are clearly labelled, helping the children to identify resources and associate print with meaning. There are highly effective systems in place for checking resources, thereby ensuring they are safe and suitable for the children's use.

Risks of accidental injury to children are minimised because staff are extremely vigilant in reducing potential hazards. No safety issues have been identified. Staff complete thorough risk assessments to monitor the safety of the premises and resources. There are highly effective procedures in place for resolving safety matters. Children are cared for by adults who are vetted, experienced, extremely knowledgeable and skilful.

Children are well protected as staff have expert knowledge of child protection procedures and are clear that their main concern is the welfare of each child. They have a wealth of experience of dealing with concerns, monitoring children and referring children who cause concern. The managers work closely with parents to ensure that vulnerable children receive the best care possible.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children feel safe, secure and happy in the nursery. There are wonderful relationships throughout the setting producing a harmonious and happy environment where the children thrive. This increases the children's sense of trust and helps them develop a strong sense of self. High quality adult-child interactions helps the children's confidence and self-esteem.

Staff confidently follow Birth to three matters guidance to provide the children with high quality care and education. Staff are very sensitive towards children's needs and recognise the uniqueness of each child. There are highly effective planning and assessment systems in place to ensure the learning programme matches the needs of the individual children. The children experience highly stimulating activities that are skilfully planned to be suitable for their age and interest levels. The young children become engrossed in sensory play with different materials, such as fabric, plastics, wood, metal, tubes and boxes. They are animated and enthusiastic in their play and giggle and squeal with enjoyment as they make corrugated card into train tracks or make sounds down plastic tubes. This helps them achieve better levels of concentration, language and listening skills and fine motor controls. All children really enjoy singing time and happily join in with the familiar songs and rhymes. This activity is further enhanced when the children are given the opportunity to develop their

musical talents by playing on the percussion instruments. High priority is put upon imaginative play and children learning to play co-operatively with one another.

Very young children are extremely well supported in their development and are challenged to try something new. For example, a baby that begins to crawl is encouraged to continue as staff place an exciting tunnel for him to crawl down. Imaginative play is encouraged by the staff and the children giggle as they talk on the telephones or make food in the play kitchen. Sensory experiences are a natural part of the day and staff skilfully include finger painting or sponges with soapy water into the routine. The babies at the nursery are making excellent progress and this is evident in the play that they exhibit. For example, a child under one fits together construction blocks in three different ways and examines his achievements carefully.

Nursery Education

Children enthusiastically enjoy all that they do and are completely engaged at all times. There is a wealth of opportunities for independent learning and directed learning throughout the sessions. For example, children can choose from a range of high quality musical instruments and chatter together about the sounds that the instruments make, or they can join the practitioner and a small group who are making textured planet pictures and talk about colours, textures, shapes and methods.

Children show a high level of independence as they put on their coats, help themselves to drinks and use the toilets. During the activities, the level of concentration demonstrated is excellent and this continues when the group are stopped and asked to tidy up. Children happily put items away in the correct place and state that this is a part of the day that makes them happy. The behaviour displayed is exemplary. Children sit beautifully during 'circle time' and listen well to the practitioner. During the session, the practitioner encourages children to talk about how they feel about certain things, either using sign language or using their voice. Children's personal, social and emotional development is excellent due to the hard work that the practitioners put into meeting the needs of the children.

Children are beginning to recognise their own name and talk about the initial letters of their name or of different words. There is a well stocked mark making area where children sit independently using templates and stencils of letters and numbers or writing notes and lists. The role play area is an important part of the room where children can develop their literacy and mathematical skills and enjoy innovative ideas, such as a home, shop, hospital, beanstalk, stable and, most recently, a rocket as their role play. Books are shared and stocks are constantly updated as the nursery makes good use of the local library service. Practitioners provide excellent support for individuals, including children for whom English is an additional language. They give one to one support when required, enabling all children to be involved and included in activities provided.

Children show confidence as they count the number of children or the number of pebbles in their dinosaur game. They love to count the ducks in the soapy water, or later, sort the differently patterned fish in the water. Children concentrate intensely when exploring capacity and enjoy pouring from one container to another. They competently match shapes and colours when tidying up the tools and equipment.

Children learn to explore and investigate and look at changes as they bake or make soapy water. They develop a clear sense of time as they discuss what they have been doing at home or where they have been on holiday. They are learning well about the local community and people in the locality with different jobs as parents come to the setting to talk to the children about what they do.

The children show an excellent awareness of space as they negotiate the outdoor area using wheeled vehicles or push along toys. They balance and climb and have opportunities to develop physically through the outdoor and indoor activities on offer. They have the benefit of a wide range of tools including pencils, crayons, paint, shakers, glue spreaders and dough cutters and this enables them to develop their fine motor skills.

Children express their own ideas confidently in creative work using a variety of media. For example, their Martian pictures using collage techniques, textured planet pictures using sand and dough models. Children have excellent chances to explore sound through the use of a range of instruments. They enjoy various instruments for free expression and sing and clap rhythms.

The quality of teaching and learning is outstanding. Practitioners have an excellent knowledge of the early learning goals which is reflected in their planning and teaching. Their skilful approach in promoting positive relationships and developing children's self esteem plays a major part in facilitating children's rapid progress in all areas of learning. Practitioners use innovative strategies to develop children's self confidence. Throughout the session children's efforts and achievements are celebrated as they are praised continually.

Staff have a clear knowledge of children's capabilities. They establish children's starting points at the beginning of the Foundation Stage and build on this knowledge. Ongoing, thorough observation and assessment of children's learning is effectively used to inform planning.

Helping children make a positive contribution

The provision is outstanding.

Children are expertly cared for by staff who work exceptionally well with parents to meet children's individual needs and ensure they are included fully in the life of the setting. Staff demonstrate a very secure awareness of equal opportunities and special needs ensuring children's individual needs are met and they feel included. All children are sincerely and warmly welcomed into the nursery giving them a real sense of belonging. Their work is expertly displayed around the room promoting their self-esteem and respect for others.

Children are learning to work harmoniously with others as staff effectively support them in sharing and taking turns. In routines, such as feeding the fish, the children are becoming aware of the needs of other living things. Children are learning to make decisions as they choose from a wide, balanced range of resources. These resources reflect equal opportunities, successfully helping children to become aware of a wider society. For example, a range of dressing up clothes, small world toys,

books and instruments. There are positive images displayed around the nursery and the setting actively and successfully celebrates the backgrounds of the children and of the local community.

Children are extremely well behaved. They respond well to the positive behaviour management strategies employed by the staff. Staff are exemplary role models who remain calm and positive at all times and use consistent strategies to promote acceptable behaviour.

The partnership with parents and carers is outstanding. Parents receive a high level of information about the educational provision through the parents' notice board and regular newsletters. They are informed of their children's progress as they are invited into nursery to see assessment profiles and children's work. Parents are effectively involved in their children's learning as they enjoy activities suggested in the letters sent home, detailing the theme of the pre school and suggesting further activities to complete at home. Parents are further involved through participating in activities, such as festival celebrations and visiting the setting to talk about their job. This high quality partnership is further reinforced as staff run workshops for parents, for example, on behaviour management. Parents are asked to be involved in the reviewing of policies and also to help translate leaflets and letters into their first language to enable a wider audience of parents to access the information. Parents of younger children are well informed about their child's daily activities and progress through use of a daily diary sheet. Staff make good use of information requested on admission to meet children's care needs.

Spiritual, moral, social and cultural development is very well fostered.

Organisation

The organisation is outstanding.

Children's care is greatly enhanced by the exceptional quality of organisation. Staff have a good understanding of the philosophy of the nursery and are extremely hardworking and diligent, displaying a high regard for the well-being of all children. They are extremely conscientious and thorough in implementing policies and procedures to promote children's health, safety, enjoyment, achievement and ability to make a positive contribution. A comprehensive operational plan ensures staff are very clear about their roles and responsibilities, enabling them to provide the children with a secure environment and continuity of care. The indoor and outdoor space is laid out to maximise play opportunities for children. The children are well protected and cared for by staff with an excellent knowledge and understanding of child development and child protection. Records are meticulously maintained, remain confidential and are easily accessible.

The leadership and management is outstanding. Children benefit from the excellent management of the nursery. Staff receive clear and positive direction from the managers. Staff roles are well defined and they work effectively together to promote learning. Thorough and effective monitoring and assessment procedures are in place which ensure high quality provision. The managers have an excellent awareness of the strengths and weaknesses of the setting through a detailed and ongoing

appraisal system. There is a high level of commitment to improvement, reflected in a strong emphasis on staff development. This has a positive impact on the quality of children's learning.

The provision effectively meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, the setting were asked to provide menus for parents to see. They have healthy menus on display in the front entrance. This ensures that parents can clearly see what the children have been eating and contributes to continuity of care.

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

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the 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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