



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 500134

DfES Number: 520260

### INSPECTION DETAILS

Inspection Date 13/05/2004  
Inspector Name Deborah Unsworth

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name MANCAT Openshaw Nursery  
Setting Address Whitworth Street  
Openshaw  
Manchester  
M11 2WH

### REGISTERED PROVIDER DETAILS

Name Mrs Susan Hart

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Mancat Early Learners Openshaw opened in 1991. The nursery is purpose built and is situated in the grounds of Openshaw College in Manchester. There are two main nursery rooms for the children, each has easy access to toilets and an enclosed outdoor play area.

The nursery provides care for children whose parents are attending courses within the college and also serves parents who live in the local community. It is open from 08:00 until 18:00 Monday to Friday 50 weeks of the year.

There are twenty nine children on the register, this includes one funded four-year-old and four funded-three-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who have English as an additional language.

There are six full-time members of staff who work directly with the children, of whom five have a suitable early years qualification and one is working towards an N.V.Q. level three in childcare.

The nursery receives support and training from the Early Years and Childcare Partnerships.

### How good is the Day Care?

Mancat Early Learners Openshaw provides good quality care for children. The staff work well together, they share a common purpose and are fully involved in planning, evaluating and developing practice. The management team are committed to developing the nursery provision and to staff development. The environment is warm and welcoming, the good use of space, resources and well deployed staff ensures that children feel secure and can move around the setting safely. Generally records, policies and procedures form an effective operational plan and promote the welfare, care and learning of children. There is a good range of quality toys and books which meet children's individual needs.

High priority is given to children's health and safety. Staff take all reasonable steps to ensure the environment is safe and secure, they implement very good hygiene practices and encourage children to learn about health and hygiene through daily routines and activities which promotes their good health. All children are included and valued into the setting and good support is given to children who speak English as an additional language.

Staff plan and provide a good range of activities for children which sustains their interests and helps them to make progress in all areas of their development. Staff meet children's needs successfully through sensitive and appropriate interactions that promote children's confidence and self-esteem. They support children well in their play, however children are not always grouped appropriately to maximise their learning. Children are happy and settled within the setting, they form positive, warm and caring relationships with the staff and relate well to each other.

The setting has good relationships with parents, they are warmly welcomed and are provided with good information about the setting and their child's progress, achievements and daily activities. Parents are happy with the good level of care provided.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- Children are confident, happy and secure within the setting, they are provided with a range of interesting activities which helps them to make progress in all areas of their development. Babies and children are regularly provided with good sensory experiences such as playing with water, sand, clay, play dough, exploring different materials to make collage pictures, and they make hand and foot prints with paint.
- Staff form good relationships with the children, they know individual children well and through sensitive and caring interactions meet their needs successfully. staff work closely with the children, they spend time playing, talking and listening to them. All children are supported well within the setting and feel secure in their surroundings.
- The environment is clean, bright, welcoming and well maintained. Staff promote children's health and safety through risk assessments, good hygiene procedures, good supervision and providing a healthy and nutritious diet for children. The setting provides a very good range of safe, suitable toys and equipment which are accessible to the children.
- There are open and friendly relationships with parents and they are warmly greeted into the setting. Parents are kept well informed about daily events and children's progress through daily discussions, daily written records, the sharing of children's assessments, notice boards, letters and children's work taken home. Returned questionnaires and parents verbal comments reflect a

good level of satisfaction in all that is provided by the setting.

#### **What needs to be improved?**

- the grouping of the children to ensure that learning opportunities are maximised for all children
- the written procedure for child protection
- the procedures for ensuring there is a named member of staff who has responsibility for behaviour management issues.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Review the grouping of children to ensure that learning opportunities are maximised.
11	Ensure that there is a named staff member who is responsible for behaviour management issues.
13	Review and update the child protection statement and include procedures to take in the event of an allegation being made against a member of staff.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Mancat Early Learners Openshaw provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development.

The quality of teaching is generally good. Staff are enthusiastic, conscientious and work well as a team. They are warm, caring and sensitive towards the children and as a result very good relationships are formed. Staff act as good role models for children and use frequent praise and encouragement to promote good behaviour and develop children's self esteem. Staff work directly with the children, interacting, encouraging and supporting them in activities, however, they don't always sufficiently challenge more able children by asking questions which encourage them to think and extend their learning. Staff's understanding of the foundation stage is not yet secure, they plan a range of interesting activities under the six areas of learning, however not all aspects of the early learning goals are given sufficient emphasis and some activities do not provide sufficient challenges for more able children.

The leadership and the management of the nursery are generally good. The majority of the staff team are new and the managers have been particularly effective in supporting staff and developing a committed staff team. The managers have already implemented a programme of staff development and support aimed at improving the nursery education, however there is not yet a rigorous system to monitor and evaluate the quality of the teaching and curriculum planning.

Partnership with parents is generally good. They are warmly welcomed and speak highly of the provision. Parents are given good verbal and written information about the setting and their children's development, however written information about the foundation stage is limited and parents are not actively encouraged to link their children's learning to home.

### What is being done well?

- Children's personal, social and emotional development is well promoted. They are happy and confident within the setting, taking part in activities with enthusiasm and pleasure. Children's behaviour is very good as they share, take turns, show care and concern for each other, help with tasks and form positive relationships with each other.
- Children are confident communicators and good listeners as they initiate conversations, express their thoughts and ideas clearly and listen to each other and stories with increasing attention and recall.
- Staff are enthusiastic and conscientious in their work and are committed to

updating their skills and knowledge to improve the quality of care and education for all children. They act as good role models for children as they work well together, co-operate and show concern for others. All children are equally valued and included into the setting.

- Leadership and management are good. The managers have been effective in developing a committed staff team who are clear about their roles and responsibilities. They assess the settings strengths and weaknesses and draw up action plans to improve the provision and are committed to developing the staff through regular support, appraisals and training.

#### **What needs to be improved?**

- the staff's understanding of the foundation stage to ensure that children are consistently set sufficient challenges in all areas of their learning.
- the planning to ensure all aspects of the early learning goals are given sufficient emphasis
- the monitoring and evaluation of the quality of teaching and planning
- the information for parents about the foundation stage and systems for linking learning to home.

#### **What has improved since the last inspection?**

Generally good progress has been made tackling the key issues identified in the previous inspection report. These required the nursery to plan a range of activities for children covering all aspects of their physical development and to ensure that staff interact with children during physical development to extend and develop skills. Also to provide more regular opportunities for children to listen, observe and use their imaginations through music and dance.

Staff now plan a range of physical activities both outdoors and indoors which cover all aspects of their physical development. Staff interact with children during physical play, however older and more able children are not always set sufficient challenges whilst playing outside.

Staff now plan and provide regular opportunities for children to listen, observe and use their imaginations through music and dance. Children listen to music attentively, experiment with music and sounds whilst playing musical instruments and use their imaginations as they move in different ways whilst listening to a selection of musical tapes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident and independent within the setting, they use their initiative well as they select toys for themselves, extend their own play and go about their tasks. Children's behaviour is very good and adults are good role models as they work closely with the children teaching them successfully to share, take turns and to be kind to each other. Children take part in activities with enthusiasm and pleasure and are able to concentrate at activities for lengthy periods of time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers who initiate and engage in conversations. They express their thoughts and ideas in their play and talk about past and present experiences such as where they've been on holiday. Staff regularly communicate with children, however they do not consistently ask questions which challenges their language for thinking. Children enjoy books, they understand that print carries meaning and are able to write their own names confidently using recognisable letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children use good mathematical language to describe position, size and shape during play. They recognise and name simple shapes confidently which is reinforced as they take part in interesting planned topics about shape. Children are beginning to show an interest in numbers, they count reliably up to ten, however there are missed opportunities for challenging children in counting and solving simple mathematical problems and children do not often see numbers as labels in their environment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a good range of objects and materials, they look at similarities, differences and change as they watch seeds grow, bake and investigate jelly and ice. Opportunities for children to find out about features in their local environment are not fully exploited and children do not often use simple technology to support their learning. They learn about cultures and beliefs through discussion with staff, planned celebrations and the use of good resources such as dual language books.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move around the environment safely and with good control and confidence, showing an awareness of space. They learn about keeping healthy through well-planned topics, eating healthy foods and following good hygiene routines. Children have good opportunities to practice their fine motor skills as they confidently select and use tools and equipment such as scissors, pens and bricks skilfully. However outdoors, children are not always set challenges to develop their physical skills.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children explore colour, texture and shape using their senses in everyday activities such as mixing paints, exploring different fruits and making collage pictures using different textured materials. Staff provide valuable opportunities to explore sounds through playing a range of musical instruments and children join in songs with enjoyment. Children have some opportunities to express themselves creatively and freely through art work, however this is not consistently encouraged by staff.

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



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve staff's knowledge and understanding of the foundation stage to ensure that children are consistently set sufficient challenges in all areas of their learning.
- ensure all aspects of the early learning goals are given sufficient emphasis in the planning
- develop procedures to monitor and evaluate the quality of teaching and curriculum planning
- improve the information given to parents about the foundation stage curriculum and set up systems to encourage linking learning to home.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*