



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN** 511458

**DfES Number:** 525032

### **INSPECTION DETAILS**

Inspection Date      02/03/2005  
Inspector Name      Nighat Ghani

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Little Hulton Early Years Centre  
Setting Address      Little Hulton Early Years Centre  
                                 Longshaw Drive, Worsley  
                                 Manchester  
                                 Lancashire  
                                 M28 0BD

### **REGISTERED PROVIDER DETAILS**

Name                      . City of Salford

## 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

Little Hulton Early Years Centre opened in 2001 and operates from a purpose built building. It is situated in Salford. The Centre opens each weekday from 08:00 to 17:00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 58 children aged from 2 to under 5 years on roll. Of these 33 children receive funding for nursery education. Children come from the local area. The Centre currently supports a number of children with special educational needs. The Centre employs 20 staff. All the staff, including the manager hold appropriate early years qualifications.

### How good is the Day Care?

Little Hulton Early Years Centre provides satisfactory care for children. Staff work well together as a team and develop positive relationships with the children to help them feel safe and secure. Children are organised in family groups with a key worker responsible for each group. There is a good range of toys available, which includes resources that reflect diversity. Resources are of good quality and well maintained. All records and documentation are in place and easily accessible.

Health and safety procedures are in place. Staff carry out regular risk assessments to ensure safety of the children. There are procedures in place relating to health and hygiene, which are not fully implemented in the daily routine. Children's dietary needs are discussed with parents and respected at all times. Staff have good awareness of children with special needs and work in partnership with the parents and other agencies. Child protection procedures are in place and staff are aware of their responsibilities regarding child protection.

Staff provide a range of practical activities and opportunities for children, however these are not always extended. Children can access toys freely which encourages them to make choices and to extend their play. Staff take interest in what children do and say and consistently praise them which boosts their confidence and moral. Staff observe and record what children do and the next step is usually identified they do not use this information for planning. Behaviour management strategies are in

place and are appropriate to children's ages and understanding, however these are not consistently applied through out the nursery.

Staff establish positive working relationships with parents. Effective systems are in place to share information about their child. Parents are happy with the care provided by the nursery, which is evident in the returned parental questionnaires.

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

There was one action raised at the last inspection. This was to verify what reference checks are carried out on supply staff. This has been complied with making for a safer environment for the children.

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

- The relationships between staff and children are positive. Staff show a genuine care and love for the children, offering them support. Children are confident to approach staff, peers and visitors to share their experiences or to ask for support.
- There is an excellent range of resources available to children. Resources are maintained to a high standard. They include toys and equipment, which reflect positive images of our diverse society, creating opportunities for children to learn about different cultures and the world around them.
- An effective key worker system is in place. Each child is allocated to a member of staff within their key worker group. This member of staff is mainly responsible for the child's well being on a daily basis and ensures that information about the children is exchange with the parents.

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

- the consistency of the behaviour management strategies throughout the nursery
- the staff implementation of good hygiene practices
- the adult interaction with children, so that children fully benefit from the activities provided
- the planning, so that it clearly shows how the next step in children's learning is used.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There has been one complaint made to Ofsted since April 2004. This complaint is still under investigation.

**Outcome of the inspection**

Satisfactory

**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
3	Ensure next steps identified in children's learning are used for planning and staff interact with children to extend their learning.
7	Promote good hygiene practices.
11	Ensure behaviour management strategies are applied consistently applied throughout the centre.

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

### How effective is the nursery education?

Little Hulton Early Years Centre offers good quality provision which helps children make generally good progress towards the early learning goals. Children's progress in personal social and emotional development is very good. Their progress in communication language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development is generally good.

Teaching is generally good. Staff skilfully plan a stimulating learning environment, to promote children's independent learning. Staff work with the children showing interest in what they do. They provide worthwhile first hand experiences for children to learn about the world and their community. Staff's questioning of children to extend their learning is inconsistent. Staff have a good knowledge of children in their key worker group and record this clearly in children's profiles. However this is not consistently used to inform written plans, which occasionally leads to some children not being sufficiently challenged. Staff understand that children learn best through practical experiences and provide many practical learning activities. However the necessary balance between child initiated activity and the direct teaching of skills and knowledge is flawed. This results occasionally in children being occupied, rather than actively learning, and gaps in planning.

Leadership and management are generally good. The manager values the staff. She has developed a cohesive staff group who have a shared vision. She supports their development by providing in- house support for training identified by the appraisal system. The management team do not effectively monitor the plans and delivery of the curriculum to ensure children make optimum progress towards the early learning goals in all areas.

Partnership with parents is very good. They receive valuable information about their child's activities, are welcomed into nursery at any time and their views are actively sought.

### What is being done well?

- Children's personal social and emotional development is very good. They are happy and secure. Staff value children and their work. Accordingly children have high self-esteem. Children participate in activities with confidence and enthusiasm.
- Parents are given excellent opportunities to be involved in their children's learning. This is through written information about the curriculum and their child's progress, opportunities to contribute to assessments, positive suggestions for activities to support learning at home, access to resources and inclusion in strategic decisions such as discussions with the architect designing an extension to the building.

- The identification of specific targets and close liaison with external agencies to effectively support children with additional needs.
- Children have a very good awareness of their own and other cultures fostered by the skilful provision of meaningful activities, for example the building and use of a sukkah in which to enjoy their food.

**What needs to be improved?**

- the correlation between recorded attainment and the focus activities planned for children to ensure all children are making optimum progress
- the monitoring of planning by management to ensure a broad and appropriate curriculum is delivered to all children
- the balance of direct teaching and child led activity.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in choosing activities, in their interaction with adults and are developing good social skills. They have high self-esteem and are proud of their achievements, frequently showing their work to staff and choosing to display it on their own art boards. Children are developing concern for themselves and each other. Children have a strong sense of belonging and often referring to their nursery and homes.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are gaining confidence and are keen to share their experiences with adults in small groups or one to one. They are learning to listen and take turns in conversations. Children have a good awareness that print carries meaning and choose which song to sing by "reading" the song cards which have pictures and words. They rarely independently access books, listen to stories, rhyme or link initial letter sounds with words. They gain pre-writing skills whilst painting and mark making.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing number recognition through practical experiences, for example through the use of telephones and computers or playing hopscotch. Some children are able to count to five and a few children beyond; supported by such activities as singing five speckled frogs. Children are building a mathematical vocabulary, matching large and small and identifying the medium sized animal. More able children are not sufficiently challenged to calculate, recognise shape and problem solve.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children discuss which animals live in fields and on a pond, learning about the wider world. They learn about cultures in meaningful ways, speaking Welsh on St David's Day and making coconut sweets for Eid. Children use IT independently operating a computer and camera. They explore using all their senses, for example by looking at snowflakes with a magnifying glass and observe changes whilst making dough. They are not challenged sufficiently to design for a purpose or to understand time.

## **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children use a wide range of tools competently in practical situations, cutting fruit, controlling a computer mouse, stirring mixtures with a spoon using circular movements, rolling and cutting pastry for mince pies. This develops physical skills and hand eye coordination. They have a good awareness of space and speed whilst they move running, cycling, climbing and jumping. Children are not consistently supported to gain awareness of healthy practices.

## **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy freely expressing themselves in art using a wide variety of materials. They have a repertoire of known traditional songs and are beginning to learn about the rhythm of language beating a drum. They often use their senses of touch, smell and taste to explore, for example different foods and media. They enjoy role-play in the home corner or builder's yard but infrequently develop story lines or involve their peers.

**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**

- Ensure plans identify appropriate learning intentions that are expressed as outcomes for children and that they are securely linked with the foundation stage stepping stones.
- Ensure that children's assessments and staff observations of children are used to inform plans, so that appropriate challenges are planned for all children.
- Monitor the planning of the curriculum to ensure all aspects of the foundation stage are regularly offered and provide children with appropriate challenge and take timely remedial action if required.
- Further develop staff understanding of their role in promoting independent learning.

*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.*