

# Irlam Road Nursery

Inspection report for early years provision

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**Unique reference number**

EY318257

**Inspection date**

13/12/2010

**Inspector**

Shirley Monks-Meagher

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Irlam Road Nursery was registered in 2005. It is privately owned provision operating from a converted detached dwelling in the Flixton area of Trafford. Children are cared for in two baby rooms and two toddler rooms on the ground floor whilst pre-school children are cared for on the first floor. All children have access to a secure outdoor play area at the rear of the nursery. The setting serves families from the local and surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for 55 children under the age of eight years, all of whom may be in the early years age range. There are currently 86 children on roll, all of whom are in the early years age range. Of these, 22 are in receipt of the nursery education grant. The nursery is open each weekday from 8am to 6pm. It operates throughout the year with the exception of two weeks at Christmas and statutory holidays. The nursery supports children with English as an additional language. There are procedures in place to support children with special educational needs and/or disabilities.

The provider has a staff team of 17. The team consists of 15 full and part-time staff working directly with the children. Of these, 14 have appropriate early years qualifications to a minimum of Level 2 and one has a nursing qualification. A qualified cook is employed and a suitably qualified manager who is supernumerary. The nursery receives support from the local authority early years development workers and consultants.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Irlam Road Nursery provides a homely and stimulating environment for children. Children feel safe and secure which provides them with a good basis to make progress in their learning and development. Staff are proactive in ensuring they have a firm understanding of the welfare needs of the children in their care and these are generally well met. The strong emphasis placed on valuing children and their families supports the warm, welcoming and accepting atmosphere of the setting and enables all children to participate fully. A common sense of purpose is shared by the well established staff team, parents and other professionals, providing a secure basis for continual improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- increase the range of information shared with parents in order to establish clear starting points for children's learning and development; improve the observation and assessment processes to track children's progress and

ensure that individual children are consistently provided with appropriate levels of support and/or challenge.

## **The effectiveness of leadership and management of the early years provision**

Children are well protected by staff who understand child protection issues and safeguarding procedures because they frequently revisit training to keep up-to-date. They know what to do if they have concerns about a child in their care. Children are protected as the well-established and experienced staff team ensure the premises are totally secure and supervise children at all times. For example, they follow a policy of senior staff only managing access to the premises so they know who is on site and can prevent adults or children tailgating through an open door. Daily risk assessments and visual checks are carried out to provide a very safe environment indoors and outdoors. Rigorous recruitment, vetting and induction procedures establish the suitability of adults who are employed by the setting and regular meetings and annual appraisal effectively ensure ongoing suitability.

The staff work well together as a team, supporting each other effectively to ensure consistency for the children in their care. They demonstrate a commitment to improving outcomes for children by developing their own knowledge through ongoing training and their contributions to the self-evaluation process. Information from parents, children and other professionals further contribute to the self-evaluation process to inform and support continual improvement. Since the last inspection the setting has greatly enhanced children's independent learning opportunities in the role play areas in response to the recommendation.

Staff build strong, positive partnerships with parents and this is a strength of the setting. A good amount of information is gathered from parents during the two day induction programme for each family. This effectively supports children settling-in and enables staff to respond very well to their care needs. However, although staff talk to parents about their children's learning and development at this time they do not record this kind of information. This means that clear starting points for learning are not swiftly established. Parents have many opportunities to share their children's learning files and to contribute to the quarterly profile. They are highly involved in their children's learning especially through activities such as taking home Snowy the hamster, Buckaroo Bear or Biggles Bear. They are actively encouraged to participate in nursery activities and share their cultures, languages and skills, further promoting links between home and the setting. Effective systems are in place to support children and their families when English is not their first language or the children have special educational needs and/or disabilities. Strong sharing partnerships with other agencies and providers promotes good levels of support, consistency and continuity for children and eases their transition into school.

## **The quality and standards of the early years provision and outcomes for children**

A well qualified and experienced staff team share a solid understanding of the Early Years Foundation Stage and how children learn best through play. Key workers know their children well because they make frequent, sensitive observations of what children can do. They link these into the six areas of learning to identify children's next steps. However, the links between these evaluations and the planning for individual learning is not fully effective because staff do not track children's learning towards the early learning goals to monitor their progress based on their starting points. This means they cannot be assured they are continually providing individual children with the appropriate levels of support or challenge to enable them to make the best progress possible. Staff make good use of their observations and knowledge of children's interests to provide activities and, therefore, children are actively engaged throughout the setting. Effective daily routines provide regular opportunities for children to move between indoors and outdoors and the ample and varied range of equipment supports children's learning regardless of where they prefer to play.

Children behave very well; staff give them high levels of attention and they are engaged in interesting activities. They participate in large and small group activities where they are developing the ability to listen carefully, share resources, respect the needs of their peers and take turns. Warm and caring relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through planned activity, such as visits by the police and fire service. Learning is then consolidated through role play or routines, such as emergency evacuation practise. In addition, children learn to use equipment such as scissors safely and are beginning to understand how to keep their environment safe. When the sand is spilled on the floor in the toddlers room, children independently sweep it up carefully with the dustpan and brush so they 'will not slip'. Children's social skills and their abilities to communicate with others are developing well. The interaction between staff and the children is high quality. Skilful questions help children to develop their thought processes and the consistent introduction of new vocabulary widens children's opportunities to express themselves clearly. Staff who work with babies respond to baby babble, holding conversations with them which is helping the babies become aware of future speech patterns. The strong emphasis on communication is particularly helpful to children with English as an additional language. Children are developing skills they will need for their future success.

Children participate in interesting and meaningful play. They make sense of their world in well stocked role play areas. They handle real objects, such as saucepans and cooking utensils, as they mix dry pasta to 'prepare dinner' and serve it out onto plates. Such opportunities help children to develop an awareness of textures and an understanding of weight. They learn to play together, negotiating who will be mummy or daddy and solve simple problems such as how much pasta they will need and how many plates so they can all have one. Children particularly enjoy their virtual visit to India and their opportunities to learn about the wider world. They dress up, try food and create their own Indian restaurant. Children are

inquisitive. They use magnifying glasses to examine mini beasts and marvel as the sand changes texture when they add water. Babies are delighted when they press a button or pull a lever and lights flash, music plays or a little animal pops-up. They applaud themselves and repeat their actions. Well organised play rooms ensure even the youngest attendees can explore their environment and select resources and toys which interest them. Children enjoy their opportunities outdoors. They plant and nurture and feed the birds by putting fat balls into the trees. They develop their large physical skills, running, climbing and balancing on good quality, age appropriate equipment. They confidently manoeuvre wheeled vehicles with growing competence. Good hygiene practices across the provision help minimise the risk of spreading infection. Children are aware of the importance of good personal habits such as the use of tissues and when to wash their hands. They enjoy a variety of nutritious home cooked food.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met