

Sure Steps Nursery

Inspection report for early years provision

Unique reference number

EY268451

Inspection date

09/02/2011

Inspector

Sally Wride

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.

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Description of the setting

Sure Steps Nursery is run by Barnardos and the local authority. It opened in 2004 and operates from three rooms in a multi-agency purpose built building within Hollinwood Children's Centre in Hollinwood, Oldham. The nursery also has access to the on site sensory room. The nursery serves the local area and wider community and has links with local schools. There are two fully enclosed play areas available for outdoor play.

A maximum of 57 children may attend the setting at any one time. There are currently 70 children attending who are within the Early Years Foundation Stage. Of these, 24 children receive funding for early years provision. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting supports children with special educational needs and/or disabilities, and who speak English as an additional language. Care is provided on the ground floor of the building, which is easily accessible and fully inclusive. The nursery opens five days a week from 8am to 6pm for 50 weeks of the year. Children are able to attend for a variety of sessions.

The setting employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications to National Vocational Qualification Level 2 or 3. There is one member of staff with Early Years Professional Status and a children's centre teacher with Qualified Teacher Status also works on site. There is one member of staff working towards a recognised higher level early years qualification. The setting receives support from the local authority and employs additional staff to cover staff absence as required.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are warmly welcomed, happy and settled in their care environment and develop a strong sense of security with familiar and trusted staff. The excellent knowledge of each child's individual needs and positive action taken to meet these ensure that children's welfare is promoted with success. The effective leadership of the nursery and the qualified and committed staff team successfully support children to make good progress in their learning and development. Staff work closely with parents to ensure they have a thorough understanding of any specific requirements their children may have, in order to ensure that each child is appropriately supported and included. Excellent arrangements for partnership working with other professionals and external agencies contribute significantly to the high standards achieved. Regular self-evaluation by the manager, staff team, parents and children ensures that most priorities for future development are promptly identified and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare). 09/02/2011

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

- update the safeguarding children policy and procedure to ensure it reflects and is in line with Local Safeguarding Children Board (LSCB) guidance and procedures
- develop further the planning, observation and assessment systems to ensure children's next steps are consistently recognised.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the vast majority of the setting's policies and procedures are effective, current and up-to-date. Staff implement these and ensure parents are made fully aware of how the care of their children is organised. Staff have a good understanding of their responsibilities to protect children in their care and have a clear understanding of the procedures to follow in the event of a concern about a child. However, although recently reviewed, the written safeguarding policies and procedures have not been updated to fully reflect changes from the Area Child Protection Committee to the Local Safeguarding Children Board. However, the impact on children is minimal as staff clearly understand the correct referral procedures and undertake mandatory safeguarding training each year. Whilst all of the required documentation for the safe and efficient management of the setting is in place, medication records do not fully meet Early Years Foundation Stage requirements. Although parents verbal consent is secured for the administration of medications, their prior written consent is not recorded. A detailed record is kept of all visitors to the premises, and children are well supervised at all times. Robust systems for the recruitment, vetting and induction of staff ensure that children are cared for by suitable and knowledgeable adults. Staff are subject to regular appraisals and have excellent opportunities to refresh and improve their professional knowledge and skills through access to relevant training. Children's care environment is safe and secure and detailed written risk assessments and thorough daily checks ensure that positive action is taken to minimise potential hazards to children.

The management team have clear aims for the provision and a commitment to continually improve the nursery for the benefit of the children who attend. Processes of self-evaluation involve children, parents and staff and ensure that the vast majority of strengths and areas for improvement are recognised. Areas

identified for development are well-chosen and carefully planned to ensure they positively impact on outcomes for children. For example, the recent development of the outdoor environment ensures that it is safe and accessible to children throughout the year and in all weathers. The whole staff team demonstrate strong capacity to continually improve the provision for the benefit of children. For example, all recommendations raised at the last inspection have been actioned and have positively improved outcomes for children. The manager and staff are enthusiastic, dedicated and work very well together as a strong and committed team. They have a good understanding of the requirements of the Early Years Foundation Stage and ensure these are implemented effectively overall. Children are encouraged to play a full part in the life of the setting because staff fully understand, respect and value their unique welfare, learning and development needs. Play resources are very well laid out in low level storage units and in boxes so all children, including babies, can independently select what they wish to play with.

Partnerships with children's parents are strong and contribute significantly to children's well-being and development. Staff actively seek their views and involve them in the life of the setting. Parents receive detailed information about the nursery and are kept well informed of current events through regular newsletters and well presented displays. They receive a good range of information about the early years curriculum and their children's individual learning plans and assessment records. Written daily diaries ensure parents of babies are well informed about their child's day and all parents benefit from verbal exchanges of information with staff at the start and end of each session. Feedback from parents at the inspection demonstrates their strong satisfaction with the staff and the care and education provided for their children. The nursery has clear plans to further improve the strong arrangements already in place for sharing information with other providers delivering the Early Years Foundation Stage. Current systems ensure continuity and cohesion in children's care and learning when they attend more than one setting and supports their transition to school. Excellent partnerships with professionals from external agencies ensure all children benefit from care and learning opportunities that are tailored to strongly support their individual needs. The manager and staff are proactive and take a lead role in establishing partnership relationships and children benefit from the well established channels of communications between all partners involved in their care. The nursery environment is fully inclusive and highly effective procedures are in place to support children with special educational needs and/or disabilities, to ensure they receive as much support as possible. Children who speak English as an additional language are extremely well supported and highly positive action is taken to ensure that the care and learning environment is accessible, enabling and inclusive to all children who attend.

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

Children thoroughly enjoy their time at nursery and make good progress in their learning and development. They are extremely well settled and have fun with their peers and the trusted staff. All children have access to a good range of activities

and experiences through the well balanced and planned curriculum that covers all six areas of learning. Children's key persons have an exceptionally clear understanding of their children's individual needs and use this to inform the effective planning, observation and assessment system. However, whilst this ensures children's next steps for learning are known by staff, the frequency of next steps identified in planning documents are yet to fully reflect staff knowledge. Children's personal, social and emotional development is developing extremely well. They have a desire to learn and enthusiastically take part in activities and play. They form strong social relationships with their peers and staff and develop their independence as they confidently make decisions about how they would like to spend their time. They are encouraged to carry out tasks for themselves, for example, babies are supported to feed themselves whilst older children self-serve their meals and create savoury wraps with a range of healthy choices. They communicate well, with older children engaging in two-way conversations and younger children and babies developing their language skills, supported by responsive staff. Writing resources are freely available which children use to write for their own purpose. Children are encouraged to recognise that print carries meaning through widely displayed text around the setting, including their own names which many children recognise. Toddlers snuggle in closely with staff to listen to stories and explore books, whilst older children confidently select books and tell themselves and their friends' stories. Children problem solve as they explore volume and capacity in the water tray and when filling and emptying containers with porridge oats. Older children count well, are beginning to recognise numbers and show great interest in information and communication technology equipment which supports their developing skills for the future well. Children throughout the nursery enjoy much time outdoors each day. They play and develop their physical skills and control on a good range of equipment and investigate the natural world through exploration of natural materials. Indoors, babies and children engage in sensory activities, exploring differing textures and materials through their senses. They have good opportunities to develop their creativity. For example, acting out movements to action rhymes, engaging in role play and craft activities.

Children develop a strong sense of belonging within the setting and become familiar with the daily routines which are tailored to meet their individual needs. They enjoy the attention of caring staff and engage in both self-selected and planned activities individually and also with their peers. The nursery is well equipped and the good range of resources are used well. Children are cared for in a safe, warm and clean environment where they learn the importance of good hygiene and personal care. All children receive freshly prepared healthy and nutritious meals and snacks that meet with their individual dietary needs and preferences. Fresh drinking water is readily available and ensures that children are well hydrated during their time at nursery. Children learn to keep themselves safe as staff talk to them about safety and safe practices during everyday routines. They take part in regular fire evacuation practises which develops their understanding of the actions to take in the event of an emergency situation. Children have extensive opportunities to learn about themselves, each other and the world around them through planned activities. They gain a positive appreciation of diversity as they take part in meaningful and well-planned activities and events that help them to gain an understanding of the wider world. The

environment is enriched with resources that reflect positive images of diversity and children behave very well. They respond to adults consistent and calm approach and high expectations of their behaviour. All children learn to share and take turns while playing and are considerate to the needs of others. Staff are excellent role models for children, providing positive praise and encouragement which ensures they develop high self-esteem and confidence.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

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

Outcomes for children in the Early Years Foundation Stage	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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