

Manchester College Openshaw Early Learners Nursery

Inspection report for early years provision

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Inspector	Shirley Monks-Meagher
Setting address	Whitworth Street, Openshaw, Manchester, M11 2WH
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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

Mancat Openshaw Early Learners opened in 1991. It operates from two rooms in a purpose built building in the grounds of Manchester College Openshaw campus in Manchester. Children have access to secure outdoor play areas.

The nursery is registered on the Early Years Register and a maximum of 36 children may attend at any one time. There are currently 41 children on roll between the ages of six months and three years. Of these, seven are in receipt of the nursery education grant. The setting supports children with English as an additional language.

The nursery opens five days a week, all year round with the exception of two weeks at Christmas and bank holidays. Opening hours are 8.00am to 6.00pm. Children are able to attend for a variety of sessions. The nursery employs a fully qualified staff team of eight to a minimum of National Vocational Qualification Level 3. The manager is supernumerary.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staffs awareness of the Early Years Foundation Stage is secure enabling children to make progress towards the early learning goals. Children are settled, secure and their needs are met. The working partnerships forged with parents and carers are a strength of the setting. They value the contributions parents make, enabling them to recognise each child and family as unique. Partnerships are formed to ease children's transition to school. Self-evaluation is collaborative and realistic. However, evaluation information is not prioritised fully.

What steps need to be taken to improve provision further?

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

- develop staffs understanding and application of the settings health and safety policies and procedures; improve systems to monitor staff practice relating to health and safety
- develop the self-evaluation system to target identified development and drive continuous improvement

The effectiveness of leadership and management of the early years provision

The manager and her team ensure children are safeguarded through their secure understanding of child protection issues and the procedures to follow in the event of such concerns. Robust recruitment procedures ensure children are only cared

for by suitable adults and systems, such as induction and appraisal, assures the ongoing suitability of staff. Entry to the setting is well monitored. Detailed risk assessment is undertaken annually and is supported by a system of daily checks to ensure that potential hazards are identified and minimized and these checks are recorded. Children are generally well supervised by effectively deployed staff. However, staff are inconsistent in following some of the safety procedures in place. For example, they do not ensure that doors to hazardous areas, such as, kitchen, laundry and staff toilets come storage are inaccessible to children. They do not engage the hook and eye locks that are in place and although the kitchen door in the baby room has a large notice stating it must be kept closed at all times it is consistently open throughout the inspection. Some staff are unable to identify health and safety issues. This results in them not removing or reporting broken fixtures, such as, the toilet roll holder or knowing that the thermostat is not working and children have no warm water to wash their hands. They do not recognise that putting children's own buggies on the carpet area of the baby room, where children lie and crawl around, puts them at risk of cross-contamination. This is potentially putting children's health and safety at risk. Systems for monitoring efficacy and consistency of these policies and procedures are weak. All legally required documentation is in place.

The managers and well established team share a common sense of purpose about what they wish to achieve at the provision. They are committed to their professional development through further training and their contributions to the self-assessment process. Reflection and assessment is collaborative. They seek input from parents, children and other professionals, such as, the children's centre teacher and have produced a realistic picture of their practice and the areas for development. However, their systems do not include procedures for prioritising and targeting identified improvements. As a consequence the setting has done little to tackle them other than some work with parents relating to introducing meetings to discuss children's progress and introducing wet suits to increase children's outdoor play opportunities. Recommendations from the last inspection have been addressed. As a result children have increased opportunities to independently mark make and their welfare is better protected through the improvements to the safeguarding policies and procedures.

Within the indoor and outdoor play areas children enjoy free access to a wide range of equipment, play materials, opportunities and activities. This means children are well supported to make good progress in all areas of their learning regardless of where they prefer to play. Each child is recognised for their uniqueness and staff encourage all children to learn to value differences and diversity. Staff work with other providers in order to support consistency for children and ease their transition into local schools. Parents are valued by the setting. Information sharing starts at gradual admission of a child and ensures that staff has an understanding of children's needs, backgrounds and starting points to enable them to offer the appropriate support. Parents are helped to develop their knowledge of the Early Years Foundation Stage through useful displays and activities. The setting has consulted parents about convenient times for them to meet with their child's key worker on a regular basis. Parents have responded favourably to the opportunity to share information about their child's progress in

accordance with their needs.

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

The children are enthusiastic, active learners. The enabling environment is organised effectively for children of all ages. This allows them the freedom to move around and make choices about their play. Staff support children effectively through their secure knowledge of the Early Years Foundation Stage and their understanding of how children learn. Close relationships are formed with key workers helping children to feel secure. Children are stimulated, motivated and purposefully engaged in their play either with peers, staff or independently. A good balance of adult-led activity and child initiated play allows children to follow their interests and ideas within the setting. The staff make sensitive observations of the children, assessing and tracking their progress towards the early learning goals. They use their knowledge of the individual child to tailor the planning to meet individual learning needs and inform future learning. As a result, children are challenged appropriately and supported to embed their previous learning and move forward successfully.

Children are becoming confident communicators. They use words, gestures, signs and visual props. They are learning to listen well during stories and in circle activities and staff use every opportunity to extend their vocabulary and language skills. This is particularly useful for children with English as an additional language who are able to participate fully by supplementing their new found words with pictorial cards and signs. Babies babble with delight as they spin carousels causing the bells to ring and a myriad of light to flash off the mirrored pieces. Staff respond to the babble with words and praise boosting their confidence and introducing the patterns of conversation. Children learn through their senses. They enjoy handling a wealth of natural materials and varying textures. They mix sand and water together and find it gets thick enough to mould shapes and discover that if they spread the toy animals with glue and roll them in the sand it changes their appearance. Children have lots of opportunities to embed their early problem solving and number knowledge and skills as they sing number songs, sort bobbins and play matching games. Children develop good imaginations. They make up stories in the role play areas, express their ideas freely in art, act out stories with puppets and explore a wide range of music, instruments and sounds. Children are developing skills and abilities which will prepare them for school.

Children enjoy playing outdoors in the fresh air. They practise their mobility skills, balancing and climbing on suitable equipment and manoeuvring vehicles competently. They dig and search for mini beasts and grow and nurture vegetables. Children develop their self-help skills. Older children serve their own lunch from tureens and select cutlery of their choice. Children help themselves to a drink of water when they are thirsty and attend to their own personal needs in the bathroom. Staff discuss with children the importance of good hygiene, such as hand washing. However, the staff do not always check that water in the bathroom is warm when children are washing their hands. This causes mixed messages for

children. Children develop awareness of their own safety. Gentle reminders from staff, such as, 'careful, there is a baby behind you', makes children think about their actions and the possible effect on others. Children practise emergency evacuation of the building and help to keep their environment safe by assisting to put away toys and sweep up sand.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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