

Amber's Attic Ltd

Inspection report for early years provision

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Inspection date	16/02/2011
Inspector	Jane Shaw
Setting address	109-123 Stand Lane, Radcliffe, Manchester, Lancashire, M26 1JR
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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

Amber's Attic Nursery was registered in 2004. It is run by a limited company and is based in a detached two storey commercial unit which has been fully converted into a children's centre, in the Radcliffe area of Bury, Greater Manchester. The children have access to five playrooms on two levels, a sensory and light room, associated facilities and an enclosed outdoor play space. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year, there is also a before and after school and holiday club on site.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. A maximum of 111 children may attend the setting at any one time. There are currently 112 children aged from birth to under five years on roll, some in part time places. Of these 101 are under eight years, and 94 are in the early years age range. The setting has a number of children with special educational needs and/or disabilities, and children with English as an additional language. The setting provides funded early education for two, three and four year olds.

There are 24 members of staff, 20 of whom work directly with the children. Of these one holds a Level 6, two hold Level 4 qualifications, 14 hold qualifications to Level 3 and three staff hold Level 2 qualifications. Six members of staff are undertaking additional professional training. The provision receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff provide a welcoming and inclusive environment for the children who attend, where staff respect and value each child as an individual. A good understanding of the Early years Foundation Stage contributes well to the children making good progress. The safety and welfare of the children are in the main well addressed. Strong and effective communication with other professionals and positive partnerships with parents and carers supports children's placements. Clear processes and a good management structure allows for the monitoring and evaluating of the provision and identifying areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure practitioners have an up-to-date understanding of safeguarding children issues and be able to implement the safeguarding children policy and procedure appropriately
- maintain a regular two-way flow of information with parents and between

providers for early years age children attending the before and after school club.

The effectiveness of leadership and management of the early years provision

Staff have a secure awareness of the signs and symptoms of abuse, and the procedures to be followed in the event of any concerns. However, some staff are unclear about roles and responsibilities. Clear risk assessments are carried out on a regular basis. Detailed daily checks are completed prior to children's arrival as well as on-going throughout the day. Accident recording is monitored to show any possible risk assessment concerns. Robust systems ensure staff are suitably checked and qualified for their role. Closed circuit television is fitted within the nursery, and a record is maintained of all visitors to the premises which ensure children's safety. All required documentation is well maintained, is available and stored securely respecting confidentiality.

Self-evaluation is ongoing. The nursery managers are reviewing self-evaluation and will include all staff in this process, from this consultation; action plans for improvement will be formulated. Parental questionnaires will also feed into this process. Self-evaluation, the addressing of recommendations raised at the last inspection, a highly qualified staff team who are committed to ongoing training; shows the setting's clear capacity to continually improve and drive ambition forward. Resources including staffing, are well deployed across the setting, resources are rotated around rooms and organised in low level storage for easy access, enabling children to make choices and become independent learners.

Partnerships with parents and carers are positive and support children's placements. They have access to plenty of information on the setting as well as information on staff training and development. Parents' and carers spoken to speak positively about what the setting has to offer their children. Partnerships with other professionals are very good, particularly in relation to children with English as an additional language and special educational needs. These effective partnerships ensure there is a consistency of approach in relation to children's welfare, health, learning and development and enable the children to reach their potential. As a result inclusion is very well promoted. However, liaison with other schools children attend that deliver the Early Years Foundation Stage are less effective at present.

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

A good knowledge of the Early Years Foundation Stage ensures staff understand how to successfully promote children's learning and development. As a result, they make good progress towards the early learning goals given their capability. Observation and records of achievement clearly plan for the next stages of children's learning. New systems for observation, assessment and planning are

being piloted for children under two years of age. Parents and carers are encouraged to participate in observing their child's development, passing relevant information to staff via the care share notice boards. These observations are included in their child's record and are used to plan additional activities. Staff provide children with a balanced programme throughout the day, with time for rest, learning, and play opportunities. There is a balance of adult led and child initiated activities. All children have equal access to activities and opportunities, which are adapted to meet the individual needs and abilities of children, and therefore inclusion is well promoted.

Children across the nursery learn to share and take turns. They sit quietly and listen to stories. Children develop good communication skills as staff engage with them. Older children negotiate roles as they play outdoors. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. Children help themselves to books and make marks in a variety of ways using pencils, crayons, and paint. Older children look at opposites. They develop an understanding of mathematical language as they compare sizes by creating height charts, looking at tall and short. Younger children match and sort shapes.

Children have access to computers to develop their understanding of technology; they enjoy working a large robot, making it change direction. Younger children learn that pushing buttons creates further actions. All children have the opportunity to develop fine motor skills through various resources, such as construction and using implements in playdough. Gross motor skills develop as they use outdoor climbing equipment. Babies develop movement as they move towards toys placed away from them. Resources and activities, such as posters, play figures, jigsaws and books promote children's awareness of the wider world.

A variety of different textures, techniques and opportunities encourages children's creativity. For example, toddlers print with fruit and vegetables and enjoy free painting. Younger children are excited as they use the sensory room.

Staff demonstrate commitment to implementing effective strategies to promote children's social, physical and economic well being, for example, through healthy meals, and visits from a nurse to talk about healthy lifestyles. Children understand why they need to wash their hands before they eat their lunch and to use tissues when blowing their nose, creating a healthy environment. A wide variety of activities and opportunities encourage children to develop skills for the future.

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	2
The effectiveness of safeguarding	3
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	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	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