

# Prospect House Private Day Nursery

Inspection report for early years provision

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**Unique reference number** 508085  
**Inspection date** 08/03/2011  
**Inspector** Susan Lyon

**Setting address** Prospect House, Fir Bank Road, Royton, Oldham,  
Lancashire, OL2 6TU

**Telephone number** 0161 626 9539

**Email**

**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**

Prospect House Nursery was registered in 1997. The setting is privately owned and operates from a two-storey converted house in Oldham. Children are cared for within four rooms and have access to a secure outdoor play area. A maximum of 50 children in the early years age range may attend the setting at any one time. The nursery is open Monday to Friday from 7.30am to 6pm all year. There are currently 64 children on roll. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The setting supports children with disabilities and learning difficulties and children with English as an additional language. There are 14 members of staff, of whom 11 are qualified. The setting receives support from the local authority early years advisory team.

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

Overall the quality of the provision is good.

Children are happy and settled in the nursery. Staff have a secure understanding of the Early Years Foundation Stage framework. Observation and assessment arrangements are in place and some information is used to help children make good progress in their learning. All children are included and their individual needs met effectively. Partnerships with parents, local schools and other agencies further support children's welfare and learning. All required documentation is in place and the setting demonstrates a strong capacity to evaluate their practice and continually improve the service provided.

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

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

- use information from observations consistently to plan for individual children in order to help them further progress towards the early learning goals
- ensure water is easily accessible for all children in order to keep them healthy and promote their increasing independence.

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

Children are safeguarded well because staff are qualified, vetted and have a good understanding about child protection procedures. Staff are fully aware of their roles and responsibilities in relation to safeguarding children. Parents are well informed of child protection procedures as policies and information are on display. Detailed risk assessments of the premises and outings minimise hazards to children and effective measures create a safe and secure environment. An emergency escape plan is in place and practised regularly with children, contributing to their safety while on the premises. All written policies and procedures are in place to

ensure the safe and efficient management of the provision. For example, children's actual hours of attendance are recorded and the setting has valid public liability insurance. Space and resources are organised well and staff are deployed effectively to enable them to respond promptly to children's needs. The manager leads the staff team through regular meetings and role modelling positive practices. She motivates staff as she involves them in decision making and values their input. Staff and management are highly committed to bringing about improvements as they regularly review and evaluate their practice as a continuous process. At staff meetings the team discuss how they can improve the setting and associated ideas. For example, bird feeders, mark making and guttering have been added to the outdoor play area and more notice boards have been installed in play rooms to display children's art work. These improvements enhance the enjoyment of children attending the setting. The manager acts on information gathered through the use of questionnaires and any comments received to bring about improvements.

Staff are encouraged to attend ongoing training to improve their knowledge and skills and meet the diverse needs of the children. Children benefit greatly as the staff work closely with parents to ensure consistency and continuity of care. A two-way flow of information is exchanged daily to keep parents informed of their child's care and well-being. Parents are welcome in the setting and new children settle in gradually through visits. Parents are fully involved in children's learning and development through the sharing of children's files. New parents receive a wealth of information which includes a comprehensive range of detailed policies, sample menus and routines. Relevant information regarding the uniqueness of each child is obtained from parents. This enables the staff to provide an individualised service. Children are prepared well for the transition to school as strong links exist with local schools and nurseries providing the Early Years Foundation Stage framework. The setting organises and exchanges visits in order to ensure progression and continuity of care and learning. Children benefit significantly as the setting works effectively with other agencies, such as, speech and language therapists. They invite professionals into the setting, fully support the delivery of individual development plans and attend regular review meetings to improve outcomes for all children.

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

Staff help children learn by consistently interacting with them and skilfully asking questions. They have a secure understanding of the Early Years Foundation Stage framework and provide a rich learning environment. Colourful displays of numbers and letters, posters and pictures create a welcoming and inviting environment for children. Staff find out what children can do on entry to the setting through initial assessments. Ongoing observations identify next steps in their learning. However, the information is not consistently used to plan for individual children which limits their further progress towards the early learning goals. Children enjoy themselves in the setting and have great fun. They make good progress in their personal, social and emotional development. Staff encourage children to do things for themselves such as washing their hands and putting on their coats. Children begin

to give meaning to their marks and drawings and feel pride in their achievements as they proudly say 'it's a circle'. Staff promote an inclusive service as they change and adapt activities to enable all children to fully participate in activities of their choice. Children's behaviour is managed positively and clear boundaries and explanations contribute to their confidence and self-esteem. Children's communication, language and literacy are fostered well; babies communicate in a variety of ways as they babble happily and make sounds with their voices. Children frequently initiate conversation and use simple statements in social interaction with staff. Communication is supported well as all children use sign language. Children's knowledge and understanding of the natural world is promoted as they plant and grow vegetables to eat. They show interest in toys incorporating technology as they click the mouse and press the keyboard on the computer. Children ably use tools for a purpose as they use rollers and cutters in the play dough. Babies connect well with their immediate environment as they become increasingly mobile and pull themselves up to stand using furniture. Children develop an understanding of numeracy and problem solving as they use number names in singing and count everyday objects. They use their imagination in creative activities as they make collages, paintings and drawings. Good opportunities are provided for babies to explore natural objects and textures.

Staff help children learn how to keep themselves safe through frequent discussions. Children show they feel safe as they move around confidently. They benefit from fresh air and exercise throughout the day. They are excited as they run out to play and move in a range of ways, such as, running, climbing, crawling and playing football. Good hygiene routines prevent the spread of infection. Children make healthy choices at snack time and fresh drinking water is available throughout the day. However, some children cannot easily access their own drinks which has an impact on their increasing independence and good health. Children are active learners as they easily access resources and successfully help to tidy up. Children with English as an additional language are supported well as staff learn and use key words from their home language and help them learn English. Children learn to value diversity and gain awareness of the cultures of others through planned themed activities. For example, they make lamps for Divali and eat noodles with chopsticks at Chinese New Year. A good range of play resources, such as ethnic play figures, Chinese newspapers and bowls and dressing up clothes from different countries help children become aware of the wider world. Children talk about similarities and differences when they look at books that show different cultures and countries. In this way, they begin to discuss what makes everyone individual and develop positive attitudes to diversity.

## 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                                | 2 |

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

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <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