

# The Rises

Inspection report for early years provision

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EY235010

**Inspection date**

17/03/2011

**Inspector**

Susan Lyon

**Setting address**

Hill Street, Shaw, Oldham, Lancashire, OL2 8PQ

**Telephone number**

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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*.

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## **Description of the setting**

The Rises private day nursery was registered in 2003. The setting is privately owned and operates from a two-storey building in Oldham. Children are cared for in five rooms located on two floors. There is a secure area available for outdoor play. A maximum of 47 children in the early years age range may attend the setting at any one time. The setting is open Monday to Friday from 7.30am to 6pm all year round. There are currently 40 children on roll. The provision is registered by Ofsted on the Early Years Register. There are 14 members of staff, of whom 12 have childcare qualifications.

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

Overall the quality of the provision is good.

The children are happy and settled in the setting. The staff have a secure understanding of the Early Years Foundation Stage framework and provide a rich learning environment. Children make good progress in their learning and development. All children are included and their safety and welfare is generally promoted. The partnerships with parents, local schools and other agencies successfully ensure that the needs of all children are met. Elements of the system for self evaluation are strong to bring about improvements to the service provided.

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

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

- improve systems for self-evaluation to include future goals and action plans in order to further develop the service provided
- 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 the staff are qualified, vetted and have a good understanding of child protection procedures. They are fully aware of their roles and responsibilities in relation to safeguarding children. Parents are well informed of child protection procedures through the displaying of policies and information. Detailed written risk assessments of the premises and outings keep children safe and numerous measures in place create a safe and secure environment. An emergency escape plan is in place and practised regularly with children, contributing to their safety whilst on the premises. All written policies and procedures are in place to ensure the safe and efficient management of the provision. For example, daily registers are maintained and the setting has valid public liability insurance. Space and resources are organised effectively to allow all children to move around freely and safely. The staff are deployed well to respond

promptly to children's needs. The manager leads the staff team well through sharing decision making and valuing their input. She motivates staff by role modelling positive practices and recognising individual strengths amongst the staff team. Staff and management are highly committed to bring about improvements as they constantly review practices through self evaluation. For example, they have recently achieved a greater number of qualified staff and have now introduced the use of transitional documents. Feedback is sought from parents regarding the service and the manager responds well to comments received to bring about improvements. Thorough steps have been taken to complete recommendations from the last inspection, such as the reorganisation of resources and parents consent for emergency medical treatment is now obtained. These improvements enhance the care and enjoyment of children attending the setting. However, the setting does not consistently plan for or document future goals and improvements impacting on the further development of the service.

The staff are highly committed and are supported well in attending ongoing training to increase their knowledge and skills. Children benefit greatly from the staff working closely with parents. For example, a two-way flow of information each day keeps parents informed of their child's care and well-being. Parents are welcomed into the setting and are involved in their child's learning and development through daily chats and the sharing of observation files at any time they choose. New parents receive a wealth of information which includes a comprehensive range of detailed policies, information about activities and daily routines. Information regarding the uniqueness of each child is obtained from parents, including their likes, dislikes, any allergies and their religion. This enables the staff to provide an individualised service. The children are prepared well for the transition from the setting to school as they have established strong links with local schools providing the Early Years Foundation Stage framework. They organise visits and share valuable information in order to ensure progression and continuity of care and learning. Children benefit significantly from the setting working effectively with other agencies, such as, inviting professionals into the setting and supporting the delivery of individual education plans to help all children progress and achieve.

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

The staff help children to learn as they consistently interact with them and skilfully ask them questions. They have a secure knowledge of the Early Years Foundation Stage framework and provide a colourful and welcoming environment for children. The staff find out what the child can do on entry to the setting through the completion of 'all about me' forms. This information is used to establish the child's

stage of development. Detailed observations and assessment arrangements help children make good progress in their learning and development as the information is used well to plan purposeful activities for individual children. Children make good progress in their personal, social and emotional development as the staff treat children with kindness and consideration, as a result children have fun and enjoy themselves in the setting. Children are active learners as they freely choose resources and successfully help to tidy up. Good opportunities to explore natural objects and textures are provided for babies. The staff promote an inclusive service by changing and adapting activities to enable all children to fully participate in activities of their choice. Children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem. The children's communication, language and literacy is fostered well as babies babble and happily make sounds in social interaction. Children confidently use statements to convey simple messages.

Children begin to learn that print carries meaning as signs and labels are displayed at their eye level. The children's knowledge and understanding of the natural world is promoted as they love to be outdoors. They talk about the weather and enjoy planting and growing. Babies investigate their surroundings as they become more mobile and hold onto furniture to pull themselves up. Children show interest in toys that incorporate technology as they press buttons to operate programmable toys and click the mouse on toy laptops. Children develop a good understanding of numbers and counting as they count everyday objects. They use number names in singing and babies enjoy action songs such as finding their eyes and nose. Good opportunities are provided for children to be creative and they use their imagination in art as they create sponge paintings, collages and drawings. Activities such as these support children to gain good skills for the future.

The staff help children to learn how to keep themselves safe through frequent discussions. Children show they feel safe as they move around confidently. Children benefit from fresh air and exercise every day as they run out excitedly to play. They move in a range of ways, such as pedalling bikes, crawling through tunnels and climbing steps. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection. Children make healthy choices at snack time and drinks are available throughout the day. However, some children cannot easily access their own drinks whenever they choose. This impacts on their good health and their increasing independence. Children gain awareness of the cultures of others through planned themed activities. For example, they make rabbit masks and enjoy eating noodles using chopsticks at Chinese New Year. A good range of play resources, such as, ethnic dolls and musical instruments from around the world help children to become aware of the wider world. Books showing different cultures, maps and globes encourage children to talk about similarities and differences and the reasons for these. This promotes 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

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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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