

# Children 4 Most

Inspection report for early years provision

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**Unique reference number** EY242628  
**Inspection date** 15/03/2011  
**Inspector** Mr Rasmik Parmar

**Setting address** Portland Centre, 210 Portland Street North, Ashton-under-Lyne, Lancashire, OL6 7HT

**Telephone number** 0161 331 9740

**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**

Children 4 Most, Portland Street North, Ashton Under Lyne opened in 2002 and operates from a purpose built building on the ground floor. There are three playrooms and a dedicated outdoor play area. The setting is open Monday to Friday from 8am to 6pm.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 36 children may attend the nursery at any one time. There are currently 49 children aged from birth to under five years on roll. The setting currently supports children who speak English as an additional language and children with additional needs.

The staff team comprises of two proprietors who are qualified teachers and 12 members, of whom 10 have the Level 3 in early years and two have the Level 2 in early years.

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

Overall the quality of the provision is outstanding.

The management team is inspirational, highly motivated and totally focused on delivering outstanding outcomes for children in their early years. Children flourish in the stimulating environment and make excellent progress in their learning and development. There is an outstanding commitment to promoting inclusion as cohesive partnerships with parents, carers, other settings and outside agencies ensure high levels of continuity and consistency for all individual children. Highly effective systems for self-evaluation and reflective practice lead to a continuously evolving setting.

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

To further improve the high quality early years provision the registered person should consider:

- enhancing further systems for developing children's independence during lunch time.

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

The outstanding leadership and management of the setting has resulted in a staff team who are passionate and committed to improving opportunities for children and really making a difference to the lives of children and families in the local area where they are situated. Robust safeguarding policies, outstanding daily practice and a commitment to training ensures that children are safe and well-protected.

Staff are vigilant in their supervision, allowing children freedom of movement and choice while being very close by if needed. All members of staff have undertaken training in safeguarding, resulting in an excellent understanding of the signs and symptoms of child protection and the procedures to follow if there are any concerns. Also, in the past, the proprietors have actively been involved in attending case conferences and core group meetings when dealing with actual child protection issues. Hence, the overall knowledge of safeguarding within the staff team is outstanding. Staff are highly committed to promoting children's safety at all times. This includes teaching children to play safely and be aware of possible hazards. Well-planned, creative and imaginative activities, visits and outings enable children to practise their skills and fully explore their environment safely.

The day-to-day organisation of the setting is excellent. The setting is compact with three playrooms for babies, toddlers and Pre-School children. The layout of the rooms enriches children's lives and subsequently they thrive in a highly stimulating environment. The furniture, equipment and resources in all areas are of high quality and suitable for the ages of children to fully support their learning and development. Continuous play provision and free flow access to a well equipped outdoor area provides children with a varied range of experiences. Outcomes are clearly attributed to excellent use of resources, including highly effective deployment of staff. A highly inclusive and very welcoming service is provided as adults support children and provide an enabling learning environment. Signs, labelling, posters and photographs around the setting support children's understanding of the local community and wider world. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and have a sense of belonging. Excellent systems to support children with additional needs and those who speak English as an additional language means that all children feel valued and their uniqueness fully promoted.

Parents are made extremely welcome into the nursery by friendly and approachable staff. They collect their children and are clearly relaxed as they chat with staff and take children's work. Parents have excellent opportunities to become involved in their children's learning. A parents evening enables parents to share children's developmental records and discuss their child's progress. Parents are actively involved and their views and suggestions are taken on board through questionnaires and social occasions. Photographs showing children enjoying activities are linked to areas of learning and, consequently, parents have a clear understanding of how children learn. An informative notice board provides relevant and up-to-date information regarding recent updates and nursery news. Parents speak extremely positively about the nursery, detailing many aspects of the excellent practice including the special friendly atmosphere, consistent mature staff and systems of communication. Detailed and informative written agreements provide details of children's needs in order that they can be looked after according to parents wishes. All this contributes to excellent partnership with parents in order to promote very positive outcomes for children.

Transition arrangements with the local schools involve teachers who visit the setting to find out background information on children prior to starting school. Children also visit their prospective schools in order to familiarise themselves with

the surroundings and meet teachers, promoting the smooth transition of children into their first school. Key persons liaise with other settings, such as, childminders to share information about children's learning and development to ensure continuity and coherency in children's learning and development. There are excellent liaisons with other professionals, involved in the care and learning of children with additional needs. Highly effective 'Individual Education Plans' are written for such children, resulting in very positive outcomes. Children thrive in this highly organised and stimulating environment where the staff team dedicate time to enhance the setting by implementing very effective systems to monitor and evaluate the provision including consultation with parents. Staff are successful in identifying areas for improvement and to build on their strengths, as part of maintaining continuous improvement. Also, improvements made to the outdoor area have helped to create a better environment for children.

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

Children blossom in this outstanding provision where their individual needs, interests and abilities are truly catered for. They initiate their own learning, play and ideas. Highly accessible resources enable children to make their own choices and decisions. Children develop excellent independent skills. Staff sensitively acknowledge and take into account children's ideas during group activities, effectively using these to extend their learning and development. Children develop a sense of responsibility as they help take care for their peers and their environment, such as, tidying up the resources after they have finished using them. Children develop friendships and older and more able children can negotiate without adult help. Staff gently encourage children's understanding of right from wrong through use of sensitive questions to support them in recognising their behaviour. Children develop high levels of self-esteem and confidence as staff frequently and warmly praise and encourage them.

Children are provided with excellent opportunities to help them make progress across all areas of learning and development. They are confident, inquisitive and eager to learn. The planning for children is flexible as key persons respond to individual needs. Systems for using observation and assessment and information from parents, to plan for next steps in each child's learning are highly effective. Staff actively support children's learning and development and create a stimulating learning environment. They are fully aware of children's different interests and plan to meet the needs of all children. Children with additional needs have their very specific individual needs met through 'Individual Education Plans'. Key persons ensure all children have opportunities to develop further according to their ability and interest. Children play extremely well-together in small groups, they regulate their play and congratulate one another on their achievements. Cultural and traditional days are planned for children, which respect the views and beliefs of others. Children's achievements are celebrated by staff who are very enthusiastic and display children's work on the wall giving them a sense of pride. Children have daily opportunities to experiment with a range of media and materials. They make marks with a variety of printing materials and colour-in and practise pencil control with different writing materials. Older children are proud of

being able to write their name.

Children are making substantial progress in their mathematical development. They learn to count using everyday objects and gain an awareness of adding and taking away as they sing a variety of songs. They enjoy using an extensive range of equipment which enables them to learn about shape, space and weight. Measuring jugs and water encourage children to learn about quantity and capacity. Children have wonderful opportunities to investigate, observe and explore for themselves. A wide range of outdoor activities stimulates their interest and curiosity and enhances their development in all areas of learning. Children enjoy an extensive range of planned activities that support their physical development. They are encouraged to manage coats and shoes with staff on hand to assist as and when required. A sports instructor visits the setting weekly to help children enhance their physical skills. Babies benefit from freedom to explore materials, such as, paint and use tools, such as, brushes and sponges to create and experiment. They develop physical skills, both large and intricate, through the wide range of activities. Children's creativity is encouraged as art and craft activities and role play resources are readily available. Children thoroughly enjoy use a vast range of materials where they learn about texture and state. Play dough, sand and pasta all provide real experiences using natural materials. Children are encouraged to notice features of the local environment as they observe growing plants, seasonal changes and hatching eggs.

Children thoroughly enjoy the hearty, well-balanced and nutritious meals. Menus are reviewed regularly to ensure that all children benefit from a varied diet that includes a good selection of fresh fruit and vegetables. Children are provided with meals and snacks in their rooms according to the ages and stages of development. Babies are suitably placed on high chairs, toddlers wear bibs and sit on low chairs and older children learn to follow more independent routines. Mealtimes are used most effectively to promote a good range of age appropriate social skills. However, children's independence skills are not fully promoted at lunch times. Children have excellent opportunities of how to keep themselves safe as staff support them through discussions, appropriate books and stories about road safety and why not to talk to strangers. They clearly feel safe and secure because they are at home and very relaxed within the setting, due to warm and purposeful interactions by the staff. Overall, children are highly confident, very capable and display exceptional levels of high self-esteem in an environment that provides an outstanding commitment to high quality care and learning.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources   | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding  | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships  | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

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

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| The extent to which children feel safe                           | 1 |
| The extent to which children adopt healthy lifestyles            | 1 |
| The extent to which children make a positive contribution        | 1 |
| The extent to which children develop skills for the future       | 1 |

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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