

# Miles Platting and Ancoats Library Creche

Inspection report for early years provision

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**Unique reference number**

EY414470

**Inspection date**

05/05/2011

**Inspector**

Susan Lyon

**Setting address**

Miles Platting Library, Varley Street, Manchester,  
Lancashire, M40 8EE

**Telephone number**

0161 2547002

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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**

Miles Platting and Ancoats Library Creche was registered in 2010 and is run by a limited company. Children are cared for in one play room on the ground floor. A maximum of 15 children in the early years age range may attend the creche at any one time. There are currently 12 children on roll. The creche is open Monday to Friday from 9.15am to 12.30 pm term time only. Children have access to an outdoor play area. The creche is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are three members of staff, of whom two are qualified to level 3.

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

Overall the quality of the provision is good.

Children are very happy and settled in the creche. Staff have a secure knowledge 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. The partnerships with parents, local schools and other agencies ensures that the needs of all children are met. All required documentation is in place and the setting demonstrates 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 make further progress towards the early learning goals

## **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 of child protection procedures. Staff are fully aware of their roles and responsibilities in relation to safeguarding children. Parents are well informed on 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, the daily register contains children's actual hours of attendance and a valid public liability insurance certificate is in place.

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 effectively through regular meetings and role modelling positive practice. She motivates staff through involving them in decision making and valuing their input. Staff and management are highly committed to bring about improvements as they evaluate the provision as a continuous process. For example at team meetings they devise action plans that identify clear objectives for the coming year. They have recently obtained small tables and chairs and fitted non-slip flooring in the messy area. These improvements enhance the safety and enjoyment of children attending the setting. Feedback is sought from parents as the manager asks them if they are happy with the care and acts on comments received to bring about improvements. Staff are supported well in attending on-going training to increase their knowledge and skills.

Children benefit greatly from staff working closely with parents. A two-way flow of information keeps parents informed of their child's care and well-being. Parents are welcomed into the setting and at ease talking to staff. Parents are fully involved in children's learning and development through daily chats and the sharing of children's observations and assessments at monthly meetings. Children settle into the setting at their own pace through visits. New parents receive a wealth of information which includes a comprehensive range of policies and an information booklet. Relevant and valuable information regarding the uniqueness of each child is obtained from parents including their ethnic group, the language used by the family and their religion. This enables the staff to provide an individualised service.

The children are prepared well for transition from the setting to school as the provision has established strong links with local schools providing the Early Years Foundation Stage framework. They organise visits for children, take photographs of the building and classrooms and share information with teachers. The setting works closely with local children's centres to provide children with a broad range of play experiences. This ensures progression and continuity of care and learning. Children benefit greatly from the setting working effectively with other agencies, such as speech therapists. They invite professionals into the setting and fully support the delivery of individual development 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 ask questions. They provide a colourful and welcoming environment for children covering all areas of learning. Staff find out what the child can do on entry to the setting through initial assessments and parents completing 'all about me' forms. This information establishes the child's stage of development. On-going observations identify the next steps in their learning. However, the information is not consistently used to plan for individual children, hindering further progress towards the early learning goals. Children make good progress in their personal, social and emotional development as staff encourage them to do things for themselves. Children are active learners as they easily access resources and successfully help to tidy up. Staff treat children with kindness and consideration and as a result, they have great fun and enjoy themselves in the creche. Good opportunities to explore natural objects and textures are provided for children. All children fully participate in activities of their choice as staff change and adapt activities to provide an inclusive service. Children's behaviour is managed positively through clear boundaries and explanations contributing to their confidence and self-esteem.

Children's communication, language and literacy is fostered well as children frequently make single and two-word utterances in social interaction, such as 'bricks' and 'pink cup'. Communication is supported effectively for children with English as an additional language as staff learn and use key words from the child's home language. The use of signing and visual prompts by all children further supports their communication. Children respond well to simple instructions and they learn that print carries meaning, as signs and labels are displayed at their eye level. Children's knowledge and understanding of the world is promoted as they love being outdoors. They go for walks to collect leaves and look at the ducks.

Children show great interest in information technology as they use the computer to click the mouse and press the keyboard. A good range of resources, such as a welcome poster showing different languages, ethnic dolls, dual language books and the displaying of French, Dutch and Spanish words all help children learn about different countries and cultures. Children gain awareness of the cultures of others through planned themed activities. For example, they eat noodles at Chinese New Year and make candle holders for Eid. These activities encourage children to talk about similarities and differences, and the reasons for these, and this promotes positive attitudes to diversity. However, resources reflecting disability are limited, impacting on their developing awareness of the wider world. Children develop an understanding of numbers as they enjoy singing numbers songs and staff encourage them to count objects and toys throughout the day. Children use their imagination well in role play as they eagerly dress up and push the dolls in the buggies.

The staff help children to learn how to keep themselves safe through appropriate 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 and use a range of equipment to keep active. For example, they climb through tunnels, kick footballs and pedal bikes. This develops their physical skills and supports a healthy lifestyle. Good hygiene routines prevent the spread of infection and photographs displayed in the bathroom help children understand the importance of hand washing. Children make healthy choices at snack time, such as cheese, toast and fruit. Water is freely available throughout the day keeping their bodies healthy and hydrated.

## 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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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met