

# Nipperbout @ Manchester Central Convention Complex

Inspection report for early years provision

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<b>Inspection date</b>	21/06/2011
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<b>Setting address</b>	Manchester Central Convention Complex, Petersfield, Manchester, M2 3GX
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<b>Type of setting</b>	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

Nipperbout @ Manchester Central Convention Complex was originally registered in 2008 and re-registered in 2011 due to a change in legal entity. It is a mobile childcare company who provide onsite childcare facilities throughout the country, for conferences, exhibitions and corporate events. This particular registration operates several times a year from two large rooms within The Manchester Central Convention complex, which is situated in the city centre. The sessions are flexible to meet event needs with a usual starting time of 8am.

The setting is registered on the Early Years Register to care for a maximum of 40 children under eight years, at anyone time. All of these children can be in the early years age group. There are currently 59 children between the ages of four weeks and 16 years on roll and this includes 27 who are early years children. The setting is also registered on the compulsory and the voluntary parts of the Childcare Register for the care of the older children. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The manager holds an early years Professional Status qualification and more than half of her team hold appropriate early years qualifications. Nipperbout hold a current quality assurance award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The manager and her dynamic and well qualified staff team work well together and are significant in the success of this setting. Frequent, rigorous self-evaluation ensures that priorities for development are identified and swiftly acted upon for the benefit of all users. Practice, policies and procedures ensure all children's health, safety and welfare are promoted at all times. The strong emphasis placed on ensuring all children are included and the effective sharing partnerships with parents and other professionals underpins the success they have in meeting children's individual needs. Consequently, children are all making very rapid progress overall in relation to their starting points.

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

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

- developing further the system for recording incidents to better respect individual children's confidentiality.

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

Robust safeguarding policies and procedures are effective in practice. Diligent staff are confident in child protection issues and their roles and responsibilities in protecting the children in their care. Excellent recruitment procedures are stringently implemented to determine the suitability of staff and this is systematically audited to ensure children are always well protected. Children are well supervised by vigilant staff who ensure that children cannot leave the premises unattended and unauthorised persons cannot enter. Detailed and systematic risk assessment sustains a safe environment where children can move freely and safely in and around the setting. Comprehensive documentation systems, policies and procedures support the meticulous completion of records and underpins the efficient and effective management of the setting. However, incident records lack confidentiality.

Meticulous organisation and an absolute commitment to promoting equality and diversity is significant in ensuring all children are valued and included. Children with special educational needs and/or disabilities and those who learn English as an additional language are welcomed into the setting. They are supported by extremely caring key workers who use very good strategies to help children quickly settle and feel part of the provision. Very effective links are made with parents, other agencies and the children's regular Early Years Foundation Stage providers ensuring children benefit from consistency, continuity and the required levels of support to meet their individual needs. The setting gives high priority to ensuring parents have a clear voice in the care and well-being of their children and this facilitates the highly effective information sharing systems. Children benefit greatly from a fully inclusive, vibrant and easily accessible environment where areas are extremely well organised and resourced, providing sufficient stimulation and challenge to every child.

The manager and staff continuously strive to seek ways in which to drive improvement in all aspects of their provision. They are passionate about the service they provide and morale is very high with all staff taking responsibility for what they do within the setting. Children are at the heart of everything they do. Staff use extremely effective systems to reflect on their practice and the success of the activities they provide and this leads to improvements in outcomes for children. For example, communication corner in response to children's ideas and the newly introduced 'how to' sessions.

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

Children are extremely happy and settle very quickly into the caring and vibrant atmosphere of the setting. They thrive during their time at the setting making very rapid progress in all aspects of their learning and achievements in relation to their starting points. This is because the very effective key worker systems ensures each child feels secure and has their individual learning and welfare needs planned for

and met exceptionally well. The enabling environment and plentiful range of accessible resources provides an excellent basis for children to explore, play and learn.

A strong focus is placed on helping children develop skills for the future. The interaction between the staff and the children is high quality. The use of open-ended questions encourages children to think things through and the staff allow children ample time to formulate and articulate their responses. They introduce new vocabulary speaking clearly, giving children good eye contact and using some simple sign language. This results in children who can express their own needs, wants and ideas in a secure and safe environment where they are encouraged to be active learners and critical thinkers.

The warm and welcoming staff place the utmost importance on children's personal, social and emotional development and this is clearly evident in the happy, secure and confident children. Irrespective of their age, children separate from their parents confidently and are eager to investigate and enjoy the interaction with the adults and their peers demonstrating high levels of self-esteem. They learn effective ways to manage their feelings and can take turns when playing.

Children explore at first hand counting, matching, making patterns and problem solving using their developing understanding of number to support their play. For example, they build with large and small bricks matching colours to make repeating patterns, fit shapes into sorters, complete puzzles and nest cups. They are fascinated by toys which react to their actions and repeatedly pop-up characters, flash lights and make musical sounds, basking in the praise they receive from the adults. Babies test their mobility skills pulling up against wheeled toys and using them to help them reach their preferred areas of play, such as the ball pool.

Children learn about healthy lifestyles extremely well. They know they need to wash their hands to remove germs before eating a healthy snack or a nutritious lunch and when they are thirsty they help themselves to water from the dispensers. Children benefit from daily fresh air as they take walks into the environment and visit the local gardens. They learn to take calculated risks through their everyday play but also to follow rules that help them to be safe. For example, they know not to run indoors.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<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