

Crumpsall Park Day Care Group

Inspection report for early years provision

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Inspection date	05/07/2011
Inspector	Shirley Monks-Meagher

Setting address	The Lodge House, Crumpsall Park, Ash Tree Road, Manchester, Lancashire, M8 5SA
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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

Crumpsall Park Day Care Group is a committee-run nursery which operates from the Lodge House within Crumpsall Park in the Crumpsall Green area of Manchester. The lodge consists of two floors which are divided into five playrooms. Toilet facilities are available on both levels of the premises. A secure area is available for outdoor play.

The setting is registered on the Early Years Register and can care for a maximum of 20 children in the early years age range at any one time, none of whom may be under two years old. There are currently 44 children between the ages of two and four years on roll. This includes 40 children in receipt of nursery education funding. The setting supports children with special educational needs and/or disabilities and who speak English as an additional language. The setting is open five days a week during school term times. Currently they operate between the hours of 9am and 4pm, with children attending either a morning or an afternoon session.

The appropriately qualified manager has a team of four staff working directly with the children; of these, three are appropriately qualified to a minimum of level 2. The setting receives support from the local children's centre teacher and the local authority development officers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An enthusiastic staff team create an inclusive environment where individuals are respected, valued and make good overall progress in their learning and development. Children's individual needs are well met through the close working relationships formed with parents and other relevant professionals. Their welfare is protected through secure practice. Effective partnership working eases children's transitions into schools and ensures their experiences are consistent and cohesive. Systems to evaluate and improve practice are secure and result in a continually improving setting.

What steps need to be taken to improve provision further?

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

- develop the knowledge and skills of the staff to better enable them to provide, recognise and support meaningful play opportunities that develop children's problem solving, reasoning and number awareness
- improve staff's consistency in managing children's behaviour in relation to following the safety rules of the setting to help children to understand their own safety.

The effectiveness of leadership and management of the early years provision

Policies and procedures required to safeguard children's welfare are well written and implemented by all staff. Vetting procedures ensure that all staff who work with the children are suitable to do so and effective training, support and appraisal systems monitor, develop and sustain staff suitability. Risk assessments are completed and frequently reviewed to ensure that hazards are kept to a minimum. Children are generally supervised appropriately to ensure they remain safe. All staff know and understand their responsibilities to safeguard children in their care. They are aware of possible indicators of child abuse and neglect and the procedures to follow in the event of such concerns.

The manager and her staff share a clear sense of purpose and the effective and accurate methods of reviewing and reflecting on practice engage staff in making changes that bring about positive improvements for children's welfare and learning. Regular staff meetings and frequent opportunities for staff development and training ensure that all keep up-to-date with changes and are continually improving their skills for the benefit of the children. A collaborative approach is taken to developing, prioritising and implementing action plans to address any weaker areas, for example, the introduction of a 'children's voice' system to ensure children's views influence change and improve their outcomes and gaps in the curriculum around problem solving, reasoning and number. This positive attitude and approach has played a major part in the rigorous addressing of the recommendations from the previous inspection, which has significantly improved both the provision and the outcomes for children. In response to previous recommendations, they have re-organised their play spaces to provide a stimulating, enabling environment which effectively supports children's learning and development. A wealth of information and resources sensitively reflect the immense diversity of their local community. This has significantly increased children's sense of belonging and boosted their self-esteem.

Staff's positive commitment to valuing and respecting the children's and their families' individuality ensures all needs are accommodated. Over 70 percent of the children who attend the setting are learning English as an additional language. Good relationships with parents emerge from the secure communication methods, for example, bilingual staff, translators and visual information. Parent feedback is valued and actively sought, both verbally and in more formal ways, such as through committee meetings and questionnaires. Parent testimony states that their children are happy and make good progress and they are confident in the ability of staff to meet the individual needs of their children. Indoor space is organised to enable children to feel comfortable and secure while they explore a varied range of age-appropriate, interesting play materials and activities. Work is in progress on developing the newly created secure outdoor play space to match the continual provision the children enjoy indoors. They have made their premises warm and welcoming through the use of children's work, photographs and positive images. These are attractively displayed.

The key worker system is effective and parents know who to go to if they have a concern. The consistent and inclusive communication systems they operate with parents and other professionals underpin key workers' understanding of children's backgrounds, needs and home circumstances. This means they can better provide appropriate and sensitive support while maintaining confidentiality. For example, through the use of the Common Assessment Framework (CAF). Careful monitoring of the children's tracking documents ensures that a balanced curriculum is on offer and that no groups do less well than others. For example, they are narrowing the achievement gap between boys and girls learning effectively, particularly with regard to communication, language and literacy. This ensures every child is supported towards reaching their full potential based on their starting points and abilities. They work alongside other early years providers in their area and have developed good working systems with two local schools, which effectively supports the children's transition into mainstream education.

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

Good relationships are evident between the staff and the children. The key worker system enables children to build a close bond with individual staff, helping them to settle and develop confidence. All children are warmly welcomed to the setting, and where necessary are appropriately comforted and supported. The majority of the children confidently separate from their parents, demonstrating their strong sense of security. Children are making good progress in their development. Staff observe children during their play and record their efforts and achievements. They use a tracking system to monitor children's progress and use this information to tailor the planning and challenge individual children's future learning in an effective manner. An appropriate balance of activities, which takes into account children's interests, is provided. In addition, children confidently access other toys and equipment from the continual provision to initiate and extend their play.

Children are becoming aware of responsibility as they water the sunflowers they have planted and tidy away their cups and dishes after snack. Behaviour is generally good in the setting. Positive methods are used consistently to help children understand the need to share and take turns, and their kind and considerate behaviour is praised and celebrated. However, children do not always follow the rules and behave in a safe manner. For example, they open the safety gates on the staircase themselves after being told to wait, and jump the remaining two or three steps at the bottom of the stairs. The staff are less consistent in managing these risks and as a result children are not learning about their own safety, which puts them at risk. Children's communication skills are given high priority in the setting by staff, who use skilful interaction and teaching strategies based on their thorough understanding of the 'Every Child a Talker' training and ethos. This is particularly effective for many of the children who start at the setting with very little or no English at all. Children's excellent progress in their speaking skills is clearly demonstrated in all areas of their play as they describe their actions, express their needs, share news, ask questions and sing along. These attitudes and skills will successfully underpin their future learning. However, children have fewer opportunities to develop their problem solving, reasoning and number skills.

An area where staff are less skilful is developing children's awareness of early mathematical concepts, such as, calculating, estimating, volume and capacity, through meaningful play. Children explore aspects of the wider world. Their play materials and resources reflect positive images of the wider society. Children's cultural backgrounds and ethnicity is known to staff, who plan special events and celebrations, often with advice and help from parents, helping the children to value and appreciate each other.

Good methods are used to encourage children to adopt healthy lifestyles. For example, the children follow effective hygiene routines including appropriate hand washing, the use of tissues for their nose and cleaning their teeth. The setting promotes healthy food options, encouraging children to choose from a selection of fresh fruit at snack time. Children engage in activities which help them to recognise healthy foods and to understand the consequences of unhealthy options. For example, the effects of too much sugar on their teeth. When children are thirsty they confidently help themselves to a drink of water from the dispenser. Children demonstrate a positive attitude to being active and benefit from free-flow play into the secure outdoor play area. They enjoy balancing on tubs and beams, climbing up and over the steps and manoeuvring a selection of vehicles. They develop their hand-eye coordination as they use bats and balls to act out a popular tennis tournament, complete jigsaws and build using a variety of construction toys, both large and small.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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