

Claremont Neighbourhood Nursery

Inspection report for early years provision

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Inspector	Rachel Ayo
Setting address	160-162 Swinton Park Road, SALFORD, Manchester, M6 7PA
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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

Claremont Neighbourhood Nursery is owned by Cranford Childcare Services Limited. It was registered in 2003 and operates from four rooms in a two storey converted building. It is situated in the Salford area of Greater Manchester. Children have access to two securely enclosed outdoor play areas. The setting accommodates children from within the local community and surrounding areas. The first floor is accessed via stairs only.

The nursery is open each weekday from 7.15am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register to care for a maximum of 50 children. There are currently 72 children aged from four months to four years on roll and children attend on a variety of full and part-time places. The nursery provides funded nursery education for three and four-year-old children and currently supports children who use English as an additional language and who have special educational needs and/or disabilities.

The nursery employs 19 staff members. All except one hold an early years qualification from level 2 up to level 5. The nursery receives support from their local authority. The nursery is the linked childcare provider for Summerville Sure Start Children's Centre and is registered by their local authority as a provider of sponsored childcare for two-year-old children with speech and language difficulties.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting is highly effective, resulting in excellent outcomes for children. Leadership and management is outstanding and comprehensive policies and procedures are effectively implemented by staff in most aspects. There are meticulous systems for planning and individualised observational assessment, resulting in children making superb progress across the six areas of learning. Inclusion permeates throughout all aspects of the nursery provision and children are undoubtedly treated as unique individuals. Partnership working in all aspects is exceptional in ensuring children's individual needs are highly considered and effectively met. As a result of high aspirations for quality, leaders and managers are exceptionally successful in inspiring the staff to work towards meeting or sustaining ambitious targets. Excellent progress has been made since the last inspection, including all recommendations being effectively addressed to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- improving hygiene practices in relation to the arrangements for ensuring food is cooled to an appropriate temperature.

The effectiveness of leadership and management of the early years provision

Excellent recruitment and vetting procedures ensure that children are protected and cared for by safe and suitable adults and there are comprehensive induction arrangements. Staff have a thorough awareness of child protection matters and safeguarding policies and procedures. For example, policies and procedures regarding the use of mobile phones and adult supervision during toileting and nappy-changing routines are stringently followed. Although all staff are involved in undertaking comprehensive risk assessments to minimise hazards, designated health and safety officers undertake monthly audits. Security of the premises is excellent, with the use of a fingerprint reader or buzzer system, and high staffing levels ensure excellent supervision. Staff and children wear high visibility jackets, for instance, as part of the effective procedures for keeping children safe on outings. Record keeping systems are meticulous overall in promoting the efficient and safe management of the nursery. Staff work extremely well together as a result of excellent leadership and management and the processes for managing their performance and professional development are used exceptionally well. Adults are enthusiastic and motivated to attend extensive training and gain further qualifications, resulting in a highly skilled workforce, which impacts significantly on children's care and education.

Extensive information is exchanged with parents, for instance, through 'Here I Come' forms and detailed care plans which help staff to find out about each child's individual needs and uniqueness. Parents also provide photographs for the family boards and booklets. Excellent ongoing communication is achieved through extensive notices, daily diary files for babies, leaflets, posters and open days. Parents are unquestionably involved in learning. Key Person boards display children's learning stories for parents, there are annual parent's evenings, settling-in reports, and videos of the children are replayed on a flat screen during the day. Home resource packs and video equipment, for example, are provided, and play plans and 'next steps' sheets are given to parents for them to support children's next steps at home.

Outstanding self-evaluation tools ensure plans for the future are exceptionally well targeted. For example, the nursery takes part in local authority initiatives and quality assurance schemes, is 'I Can' accredited, attends and hosts cluster meetings, including having input in training for other settings, and has excellent links with advisors. They take part in a case study and pilot scheme relating to how multi-agency working and linking with others improves practice. Following a visit to the setting by the Regional Director for the Early Years Foundation Stage, a member was invited to London to disseminate the setting's exceptional ideas, effective practice and recommendations. All rooms have action plan folders and Parents' views are actively encouraged, for instance, through questionnaires and 'working in partnership with parents' slips. Suggestions, such as sending newsletters via email, are positively addressed. Parents express extremely

complimentary comments about the nursery provision and care of their children.

There are superior arrangements for meeting all children's needs, including early intervention where additional needs are identified. Play plans based around a traffic light system identify the different levels of support required. There are superb links with other professionals and specifically trained staff support children with early speech and language problems. Children with English as an additional language are very well supported. Parents record songs and messages in their home language and there are pictures for children to point to, such as a toilet or cup. Adults have attended a wide range of equality and diversity training to ensure inclusive practice in all aspects, such as their provision for boys. Visual images, staff and resources represent diversity positively and children celebrate an extensive range of festivals associated with their own and others' cultures and beliefs.

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

Children behave very well and develop high levels of confidence, self-esteem and self-assurance as a result of warm, trusting relationships with staff, referred to as 'aunties'. There are excellent gradual settling-in programmes and transition arrangements. Parents complete 'Here I Come' forms which are updated each time a child moves rooms alongside settling visits. Superb links are developed with other settings including where children leave the nursery. Staff attend network meetings, invite teachers in alongside children visiting the school, create photograph booklets and include uniforms in the role play area. Staff have an outstanding approach to overcoming barriers, such as distance, by completing the transition process over the phone.

Outstanding planning systems ensure children take part in an extensive range of activities based on their interests and individual next steps, expertly identified through rigorous observation and assessment. Children exceed the expectations of the early learning goals and gain excellent results when their Early Years Foundation Stage Profiles are completed. Children are active and inquisitive learners as a result of the effective organisation of space and resources. Toys and activities, including natural materials, are set out invitingly at low level and babies and young children in the early stages of communication can also point to pictures of toys on cupboard doors. Photographs adorn the walls to create a welcoming environment and help children develop a strong sense of belonging. Staff enthusiastically engage in children's play to skilfully support and extend their learning.

There are robust systems for monitoring and supporting all children's progress in communication, language and literacy. The nursery takes part in the 'Every Child a Talker' programme and completes monitoring forms as part of this. Staff use signs to support babies' and toddler's communication skills and resource boxes and bags are used throughout the setting. These are also borrowed by parents with a video camera for staff to observe children's communication and play in their home environment. Such exceptional practices are clearly reflected in how confidently

children use language to express their needs, ask questions and talk about what they are doing. Children confidently recognise letters on coat pegs and their name as they self register and are helped to link sounds to letters, for example, by having a picture associated with the first letter in their name.

Children have excellent opportunities to benefit from fresh air and exercise in exciting outdoor areas. All age groups make choices about whether they wish to play indoors or outdoors through the superb free-flow system. Children on the first floor ring a bell which alerts the designated stair monitor downstairs who then escorts them to the garden. Two key staff members have attended a year long training programme to develop outdoor provision, and the landscaped garden has been specifically designed to encourage exploration and play in as natural an environment as possible. Staff, children and parents were all involved in designing the gardens. Staff enhance children's learning through outings, for example, to the local kennels or pet store and plan interesting activities outdoors based on favourite stories.

The nursery has close links with the National Health Service team in order to promote healthy eating and has attained five stars in their local authority food hygiene rating scheme. The health improvement team have attended open days to provide advice for parents and activity ideas, such as making fruit kebabs. Staff generally model and encourage very effective hygiene routines to help children stay healthy, however, the way certain staff test the temperature of food does not fully minimise cross-infection. Children brush their teeth twice a day, supported by a visit from the dental team, and they also learn about different aspects of health, for example, by engaging in role play set up as a maternity unit. Children are effectively encouraged to learn about keeping safe. They apply their own suntan cream, take part in road safety activities and have visits from the fire and ambulance service. Staff also support parents in addressing safety issues with their children, such as helping them learn to keep their seatbelt on.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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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