

# Lightbowne Neighbourhood Nursery, Moston Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY305368
<b>Inspection date</b>	16/11/2011
<b>Inspector</b>	Jennifer Beckles
<b>Setting address</b>	Moston Family and Community Centre, A Sure Start Children's Centre, Adrian Street, Moston, Manchester, M40 5EA
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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**

Manchester College was registered in 2005 to provide day care at Lightbowne Neighbourhood Nursery for 26 children. The nursery operates from a single storey building and consists of three playrooms and offers care to parents from the local community. The opening hours are Monday to Friday from 8am to 6pm.

The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery has 23 children on roll, five of whom receive early years funding. They support children who speak English as an additional language

There are six members of staff, all of whom hold an appropriate early years qualification. The team leader holds a foundation degree in early years and is experienced in the care of babies and young children.

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

Overall the quality of the provision is good.

Children's learning and development is generally well supported by the range of toys and resources available to them. They make good progress in their learning and development because staff have comprehensive knowledge of the children and, overall, work effectively with parents/carers and others. This also helps to ensure that children's individual needs are met. Robust policies and procedures ensure the safe and efficient management of the early years foundation stage. The setting regularly evaluates the quality of its provision and has informed awareness of its strengths and weaknesses. It is committed to continually improving its provision for the future.

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

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

- further develop partnerships with other settings, other professional and with individuals and community groups to support children's development and progress towards good outcomes
- provide more opportunities for children to find out about and identify the uses of everyday technology and use information and communication technology and programmable toys to support their learning.

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

Children are kept safe because staff have a good understanding of the safeguarding procedures and there is a designated child protection coordinator. Formal staff induction ensures that staff understand all policies and procedures.

This means that they are aware of the appropriate course of action to follow in certain given events. All required records, policies and procedures and children's records are in place for the provision, including accident, medication and attendance records. All staff members including those who have unsupervised access to children are suitably vetted. Staff to child ratios are appropriate which means that children are well supervised. Risk assessments covering all areas of the setting are regularly reviewed which helps to ensure children's safety. Children are well protected in the setting, when using the resources and equipment and on outings.

The environment is well-organised and overall there are a good range of interesting activities and resources which children can choose from. This includes role play or an assortment of construction sets. The setting has an informed awareness of its strengths and weaknesses. Regular self-evaluation, which includes input from staff and parents, generally reflects what the setting does well and what it needs to improve. For example, the setting plans to improve links with the local community to support children's learning. They have addressed previous actions and recommendations promptly and effectively. For instance, the setting has ensured that drinking water is available and accessible to children. The setting offers caring support to children who have special educational needs and/or disabilities. For example, the setting liaises with parents and the area special educational needs coordinator so that they can provide and adapt activities to meet the needs of individual children.

Staff have effective working relationships with parents and carers. When parents first register, they provide details of their child's individual needs. This helps staff to get to know about the child and means that parent wishes and children's individual needs are well met. Staff share information with parents on their child's well-being and progress, mainly through learning journals which are collections of observations and periodic assessments. Additionally, they share information informally at collection time. Parents have an active role in their child's learning because they write comments on their child's skills and behaviour in their learning journals. This means that parents can become purposefully involved in their child's learning and each child is well supported in making good progress towards the early learning goals. In addition, parents' views on the provision are sought through a yearly questionnaire, which means they can influence key priorities for the development of the setting. Working relationships with the area special educational needs coordinator and local speech therapists are good and support children's welfare and learning. However, there are no other links with the local community. This means that there are missed opportunities to support children's learning.

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

Children really enjoy being in this setting. They are confident and independent and take great interest in their environment from a secure relationship base with staff. Children learn to support their own safety and show understanding of rules such as being kind to each other. Staff help children to keep themselves safe by, for

instance, showing them how to use tools and equipment properly. Children's good health is promoted well by the setting. Children wash their hands readily before eating, after visiting the bathroom and when they have completed 'messy' activities. Balanced, appetising meals and snacks are offered to the children. In all types of weather, the children go outdoors to get fresh air and exercise where they utilise a wide range of physical skills such as propelling forwards on push bikes, or climbing skills on frames.

Learning is supported well because staff have good knowledge of the Early Years Foundation Stage. Children make good progress towards the early learning goals because the setting utilises information from informal observations and their detailed knowledge of the children to provide a range of relevant activities. Personal and social development is promoted through group games and discussion at circle time. Language development is promoted through use of role play where children negotiate roles, question and respond to each other. Well stocked book corners support early literacy skills, as children turn the pages of their favourite story and talk about the pictures. A range of musical instruments encourage children to listen to different sounds and supports their creative development. Babies practise their creative skills as they paint vibrant pictures using primary colours on paper. Number rhymes, board games, a range of construction sets and puzzles, help to develop numeracy and problem solving skills. Children share resources and cooperate with each other. Children learn about the world around them and develop skills for the future as they use programmable robots. However, the range of electronic or cause and effect toys for children under two years of age is insufficient. This means there are missed opportunities to support their learning in this area. Children learn about plant life cycles through digging and planting in the garden. They have choice in what they would like to play with and choose resources from accessible storage units.

Children behave well because staff have drawn up ground rules with the children. Where needed, staff offer children 'time out' from an activity so that they can think about why their behaviour is unacceptable. During sand and water play, children share resources and cooperate with each other while playing outdoors. Children gain an understanding about diversity through discussion and celebration of different cultural and religious traditions and festivals. There is good representation of different cultures in toys and resources, such as books and dolls. This helps children to understand and accept difference. Staff challenge discriminatory comments so that children's understanding and acceptance is developed further.

## 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

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

<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