

Echoes Day Nursery

Inspection report for early years provision

Unique reference number	500076
Inspection date	31/10/2011
Inspector	Shirley Monks-Meagher

Setting address	Echo Street, off Granby Row, UMIST Campus, Manchester, Lancashire, M60 1QD
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Type of setting	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

Echoes Day Nursery opened in 1992 and is owned and operated by Network Nurseries Ltd. It is situated within the Campus of Manchester University and caters primarily for the children of staff and students at the University. The children attending originate from a variety of cultural backgrounds. Children are cared for in five base rooms according to their age and stage of development. A secure area is available for outdoor play.

A maximum of 50 children may attend the nursery at any one time. There are currently 61 children attending who are all in the early years age group and are between the ages of seven months and four years. Of these, 12 children receive funding for nursery education. The nursery supports a number of children who speak English as an additional language. The nursery occasionally offers care to children aged over five but currently no older children attend. This nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery opens Monday to Friday for 51 weeks of the year, from 8.30am until 5.30pm. Children are able to attend for a variety of sessions.

The nursery employs 12 members of childcare staff. All of these hold appropriate early years qualifications to a minimum of level 3. The manager has early years practitioner status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The well-established, enthusiastic and dedicated staff team create an environment where individuals are respected and valued. Children's individual needs are well met through the excellent working partnerships with parents, information sharing with relevant professionals and the secure practice which protects their welfare. Systems to evaluate and improve practice are mostly secure and result in a continually improving setting. Methods of assessing and planning for children's progress are in place and are generally effective. This results in children making good overall progress in relation to their starting points.

What steps need to be taken to improve provision further?

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

- develop a system to monitor and analyse the educational programme to ensure, for example, there are no gaps in the provision or barriers to individual children or groups of children's learning and development
- match observations to the expectations of the early learning goals to more

accurately monitor children's progress and tailor planning to meet their individual future learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is a priority at the nursery. Staff fully understand their responsibilities to safeguard children and in the event of such concerns are secure in the procedures to follow to protect children from harm or neglect. Risk assessments are completed and updated to keep hazards to a minimum and children are supervised consistently to ensure they remain safe. Robust recruitment and vetting procedures ensure that the staff are suitable to be working with children and hold the appropriate qualifications. A clear induction process ensures all understand and can implement the comprehensive policies and procedures, which effectively underpin the smooth day-to-day running of the nursery.

The management team has a clear sense of purpose and implements generally effective and realistic methods of reviewing and reflecting on practice. These on the whole, engage staff in making changes that bring about positive improvements for children's welfare, learning and development. However, monitoring and analysis of the educational programme offered and its inclusivity for all children is less well established. This means some children may have gaps in their learning or be disadvantaged by the teaching methods. Frequent staff meetings and regular 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. The staff team have rigorously tackled the recommendations from the previous inspection and their positive attitude to developing and improving the provision has significantly contributed to the improved outcomes for children in their care.

Overall, the nursery effectively provides an enabling environment which supports children's learning and development. Space is well organised to enable children to feel comfortable and secure whilst they explore a good range of age-appropriate and interesting play materials and activities. Outdoor areas are generally well used to enhance the learning provision and provide daily opportunities for fresh air and physical play.

Staff's positive commitment to valuing and respecting the children's and families individuality ensures all needs are accommodated. Superb relationships with parents emerge from the many secure communication methods which are a strength of the nursery. Parents receive high levels of information about all aspects of the nursery and their input is highly valued and sought through, for example, questionnaires, home observation sheets, 'all about me' updates on their child and peek books. Parents' meetings twice a year ensure parents are kept well informed of their children's progress within the nursery. Partnerships with other professionals are effective in ensuring that children receive the support they need at an early stage enabling them to work towards their full potential. The nursery have developed good transition processes which support the children as they move

on to their many different schools and they are aware of their responsibility to liaise with other early years providers to provide continuity in children's learning and development.

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

Warm and nurturing relationships are evident between the staff and children. An effective key worker system enables children to build strong bonds with individual staff, helping them to settle quickly and feel confident. All children are warmly welcomed into the nursery and those new to the nursery or room are appropriately comforted and supported. The children develop a strong sense of belonging as they see displays of photographs of themselves, their families and their artwork. They recognise photographs and name cards on their coat pegs and drinking vessels and this also supports early reading skills and letter recognition for more able children. Children make good progress in their learning and development. Staff observe them at their play and write descriptions of their efforts and achievements which they link to the six areas of learning. They use this information to highlight next steps for children to work towards. The systems are understood well by the staff but are not fully secure in tracking children's progress against the expectations of the early learning goals and thus, ensuring the children's individual tailored planning is relevant and challenging. A good variety of activities are provided to take account of children's interests and continual provision is organised effectively. This enables children to confidently access other toys and resources, stored at appropriate heights around the room, to extend their play.

The children are beginning to develop a sense of responsibility as they help to tidy away their toys after play. Behaviour is good in the nursery and as a result, children are able to feel safe and secure. Positive methods are consistently applied to help children understand the need to share and take turns. Their kind and considerate behaviour is encouraged, praised and celebrated. Children develop skills for their future through the range of activities and opportunities offered by the nursery. They develop the hand control required for future writing skills as they use a range of tools in art and craft activities and manipulate construction sets. All children explore their creativity as paint, collage materials and age-appropriate mark-making tools are an integral part of their experiences. Children's language skills are promoted particularly well. Staff play with the children, taking time to listen to them, introducing new words and role modelling speech effectively. Those caring for the younger children sing songs and talk to the individuals who smile and babble in response. Staff are skilful in supporting children's emerging language skills which particularly benefits those who are learning English as an additional language. Staff learn some key words in the children's own language and use a range of signs, symbols, gestures and visual aids to ensure children understand the routines, develop their use of English and have opportunities to use their home language during play and activities. Children explore aspects of the wider world. They access toys and resources that reflect positive images of the wider society and celebrate festivals and traditions. For example, they learn to help others

through charity events and celebrating carnival with a Caribbean meal. These type of activities are helping children to value and appreciate each other.

Good methods are used to encourage children to adopt healthy lifestyles. Children follow effective hygiene routines, including regular hand washing and teeth cleaning. Healthy eating is promoted at the nursery and meals are freshly prepared, appetising and nutritionally balanced. Staff are vigilant in ensuring that children's individual dietary requirements are catered for. Mealtimes are positive social occasions where older children are encouraged to serve themselves and make choices about their food. Fresh drinking water is provided throughout the day for children to independently access. Children demonstrate a positive attitude to being active and benefit from daily outdoor play in the fresh air. They run, jump, climb and balance on age-appropriate and challenging equipment which is promoting their strength and coordination.

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	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	1

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	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

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