

# Charlestown Day Nursery

Inspection report for early years provision

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**Unique reference number**

312298

**Inspection date**

14/02/2012

**Inspector**

Sue Heap

**Setting address**

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Charlestown Day Nursery was registered in 1989. It is owned and managed by a private organisation. It operates from a purpose-built building with 12 play rooms and associated facilities. It is situated in Ashton under Lyne. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 7.30am to 6pm and is closed for all Bank Holidays. The building is fully accessible. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

It is registered on the Early Years Register. A maximum of 140 children in the early years age range may attend at any one time. There are currently 182 children on roll. This includes a number of two- three- and four-year-old children who are in receipt of early education funding. The nursery also cares for children aged between five and 11 years old. They also provide out of school care. The nursery is registered on both the compulsory and voluntary parts of the Childcare Register.

There are 34 members of staff who work directly with children, 33 of whom hold relevant childcare qualifications at level 3 or above. One member of staff is working towards a level 3 qualification and the deputy is working towards Early Years Professional Status. The manager has a level 4 qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff work efficiently and highly effectively as a team to organise a well-organised vibrant and stimulating learning environment. An extensive range of learning opportunities ensures children's individual needs are met extremely well through personalised planning and rigorous assessments. The nursery effectively uses self-evaluation to regularly monitor the service, successfully engaging staff, children and parents in the process to ensure better outcomes for children. Robust risk assessments are completed to ensure children's safety is maintained. Most aspects of working in partnership with parents are very good. The staff have an exemplary understanding of children's individual needs and have excellent working partnerships with other professionals which means inclusive practice is given utmost priority.

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

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

- continuing to develop ways of involving parents in children's learning, by including their observations of children's play to inform future planning.

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

Children are extremely well protected as the staff team has an excellent awareness of their role and responsibilities with regards to safeguarding children.

Comprehensive policies and procedures are implemented effectively to ensure that concerns are promptly dealt with to keep children safe. These are reviewed and updated regularly. There is a robust recruitment and vetting system in place, ensuring all adults in contact with children are suitable to do so. Risk assessments are given meticulous attention and all staff are vigilant concerning all health and safety issues, such as the recording of accidents and medication. Through their excellent knowledge of each child in their care, staff act promptly when children are ill. Consequently, children's health and well-being is given the utmost priority. Security of the premises is excellent and signs further remind adults about safe practices, such as safe sleeping arrangements for babies.

Staff utilise all the available space to create a wonderful mix of different play environments in attractive surroundings. They interact effectively with children, following up children's interests and responding to their developmental needs so that all children are moved on in their learning. Children benefit from the high adult to child ratios which enable staff to offer individual attention if necessary. This helps children to feel valued as individuals and provides a highly inclusive environment. The nursery owner and manager are committed to the provision of high quality care and education for all children and work alongside staff, motivating them as they seek to continually develop their practice. Staff meetings at different levels, self-evaluation and peer observations ensure the exceptional level of commitment by the nursery to continually review and develop aspects of the provision. The ensuing action plans include targets that are relevant and achievable, such as ways of actively encouraging parents to become more involved in their children's learning. All recommendations from the last inspection have been highly successfully acted upon and have greatly improved all aspects of children's care, safety, play and learning.

Parents share detailed information about their child on admission; ensuring children's individual needs are met. They receive daily reports, both verbally and in writing should they wish, especially for very young children. These clearly outline their daily routine and activities they have taken part in. Parents can access their child's development records at any time and at more formal parents' evenings. The nursery provides useful information about their practice and regularly seeks parents' views on the provision, for example, through questionnaires. A recent innovation has been the development of a parents' area in the entrance hall. Here there is a wealth of information available through newsletters, displays and photographs to support parents. A termly newsletter keeps parents informed of forthcoming planned events, such as Chinese New Year or specific activities for different aspects of children's learning. Staff work exceptionally well in partnership with other professionals to ensure children receive a cohesive consistent approach to any developmental needs. This promotes a highly inclusive environment where children are valued. Parents express their immense satisfaction with the care and learning offered to their children through comments, such as 'It is fantastic', 'Staff

are friendly and approachable' and a 'welcoming, clean, colourful environment'.

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

Staff put a great deal of thought into resourcing the learning environment so that children of differing ages and abilities are able to enjoy experiences that are relevant to their stages of development. Consequently, children become actively engaged in a wide range of activities, learn to express themselves and acquire new skills. They are encouraged to make their own choices and show great interest in the activities on offer. Staff know their key children extremely well and, using the information from the children's observations, plan activities and experiences to meet each child's individual development needs. As a result, most children are progressing exceptionally well. Children develop excellent habits as active, very inquisitive and independent learners, supported by adults' skilful interaction and questioning. This is enhanced with bright attractive displays, posters and photographs and each room is rich in print both in letters and numbers. Older pre-school children self-register on arrival and their photographs are displayed with the first letter of their first name and surname. As a result, children have lots of opportunities to recognise print has meaning. The successful introduction of 'Chatter Matters' and 'Letters and Sounds' activities at circle time has had an extremely positive effect on all children's language development. As a result, children are extremely confident speakers, joining in and initiating conversations between each other and staff. They eagerly participate in a familiar story or song or guess other words which begin with the same letter sound.

Spontaneous events, such as children discussing a favourite story or song, develop into the making of a wall display of 'five little men in a flying saucer' or learning about number and colour through a display of popular children's characters. Children learn to behave responsibly and to negotiate with others if a dispute arises during play as they are involved in making their own ground rules. They take great pride in being a helper for the day, at meal and snack times. Pre-school children's achievements are displayed, such as certificates for their football skills, dance or karate skills which means they develop an excellent sense of self-esteem. They enjoy each other's company and have formed firm relationships with their key workers, actively seeking them out if they are tired or not feeling well.

Children's health is significantly enhanced by the provision of healthy, well-balanced meals. These are freshly made on the premises and attractively presented in small tureens. They relish their food, often asking for second helpings. Parents are extremely positive about the 'good variety of menus' and the opportunity for children 'to experiment with different textures'. The staff are proactive and role model good hygiene procedures which means children display an excellent understanding of how to manage their personal hygiene. Tissues and antibacterial gel are available in each room which prevents the risk of cross-infection following wiping children's noses.

Staff are inventive as they organise the play area in such a way that children

investigate natural objects or the different properties of oil, water and ice. Daily opportunities are provided for babies and young children to access a rich, vibrant and innovative range of activities which promote their all-round development. These include an excellent range of sensory activities. Babies receive beneficial support from the staff, responding positively to the voice of their key worker while younger children explore push button toys or use tools and equipment to explore play dough.

Children feel extremely safe and secure in the nursery because the staff team is proactive and vigilantly ensure a safe play environment at all times. Planned activities, such as practising road safety on the bike tracks are used effectively to teach children how to keep themselves safe. Their knowledge and understanding is developed further by visits from the fire service, police or army which also develops their sense of community. Fire evacuation is practised monthly. As a result, children are exceptionally familiar what to do and evacuate the building calmly, safely and efficiently. Children are encouraged to gain respect for the natural environment as they explore the garden and planting area, help take care of the nursery rabbit or follow the pathway in the sensory garden. They learn to respect others in the wider community when finding out about people who have differing physical abilities or different cultural backgrounds. There are excellent opportunities for children to develop their own body awareness, control and co-ordination as they use soft play equipment in the Rainy Day room. They especially enjoy physical activity outdoors using a range of small and large equipment, such as wheeled toys, digging or balancing on stepping stones.

## 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	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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