

# Melrose Private Day Nursery School

Inspection report for early years provision

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| <b>Unique reference number</b> | 310351       |
| <b>Inspection date</b>         | 16/02/2012   |
| <b>Inspector</b>               | Nicola Nolan |

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| <b>Setting address</b> | 6 Melrose Avenue, Sale, Cheshire, M33 3AZ |
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| <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**

Melrose Day Nursery registered in 1970 and was registered under new management in 1994 and again in 2011. It is privately owned. The Nursery is situated in the Sale area of Trafford. Accommodation is on the ground and first floor of a converted, detached private dwelling and, in addition, children have access to a secure garden with both paved and grassed areas. Children have access to five rooms on the ground level and three rooms on the first floor. The nursery opens from 7.30am to 6pm Monday to Friday. It is open for 51 weeks of the year, except for bank holidays. It is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 42 children attending who are within the Early Years Foundation Stage. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There is a manager, a deputy and eight staff who work with the children, all of whom hold a National Vocational Qualification to level 2 or 3. There is a cook on the premises. The nursery receives support from Trafford Sure Start.

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

Overall the quality of the provision is good.

This well-resourced and inclusive nursery is led by an ambitious leader who takes pride in valuing her qualified and creative staff team.

The appealing environments both inside and outside, coupled with the strong relationships and good partnerships with parents and other professionals ensure that children's progress towards the early learning goals is good. Progress is tracked well and mostly identifies gaps in learning. Self-evaluation is good and reflects the management's commitment to improvements. The setting takes a serious approach to safeguarding the children and overall the daily risk assessments support the children's safety.

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

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

- ensure the risk assessment covers everything with which a child may come into contact with
- continue to develop and implement a tracking system to assess the strengths and weaknesses in the provision to ensure gaps are highlighted and actioned.

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

Children are well protected as vetting and recruitment procedures ensure children are well protected. Staff have a clear knowledge and understanding of safeguarding procedures and undertake training. As a result, children's welfare is given a high priority. Accident, medication, attendance records and policies and procedures that support the nursery in promoting positive outcomes for children are maintained well. Risk assessments, daily checks and regular fire evacuations mostly ensure children's safety at all times. However, outdoor risk assessments do not specify or take account of all the areas that the children come into contact with and this potentially puts children's safety at risk.

Staff are committed to their work and attend regular training. Evidence of this is well documented and displayed on a matrix in the manager's office. This ensures that training is given a high priority and shows the settings commitment to continuous improvement. The setting has a clear vision for the future and self-evaluation is developing well. Parents and staff are consulted regularly on how they want things to change or comment on what they like. For example, parents comment on how there are too many potatoes on the menu. This is changed to include a wider variety of foods for the children to eat. Staff work hard to observe and assess learning and plan next steps. They use an effective tracking system. However, at present actions arising from this tracking are not recorded and this could result in less focussed progress for groups of children or areas of learning. Children benefit from the recent refurbishment of both the indoor and outdoor environment that has been organised well by the knowledgeable staff to support learning. The purchase of new resources to cover all aspects of the Early Years Foundation Stage has provided a fresh appeal to the layout of the nursery, resulting in happy children that progress in purposeful play and learning.

Children benefit from the good relationships and partnerships the setting has with parents and the wider community. Parents are well informed about progress and are given reports every term and are invited to regular parents' meetings. They are able to submit their views anonymously in the suggestion box. This helps them to provide more honest opinions and therefore give a more realistic picture of what parents want to see in practice. Partnerships with other Early Years Foundation Stage providers are effective in delivering smooth transitions for children starting school. For example, school teachers visit the children at nursery and talk to their key person in order to gather valuable information before they start school. These effective partnerships ensure that learning is supported.

Children learn positively about differences from the resources in the playrooms by celebrating festivals and by learning 'sign language'. As a result, the individual needs of all the children are fully included into the setting and children develop positive attitudes towards themselves and others.

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

Children are well settled and feel safe and secure because staff are aware of how to protect them from danger and teach them about how to keep safe. For example, tags with the nursery phone numbers on are attached to the children and used when the children go on outings. Children are taught how to cross the road safely as they role-play with crossing equipment. They benefit from positive relationships with the staff, who interact well and support the children's emotional skills. Children's efforts are celebrated by praise and displays of their work. For example, children can display their own models as the staff provide a space for this. Children's specific needs are catered for through a colour coded allergy card system that the cook and the nursery staff can clearly use. These supportive relationships between children and staff help children to feel safe and secure.

Children follow appropriate hygiene practices, such as, washing their hands before eating and brushing their teeth afterwards. Children are also reminded to wash their hands by the visual prompts in the bathroom. They participate in active and challenging play outdoors. For example, they roll 'hoola hoops' across the garden. Children are provided with nutritious meals that are prepared on the premises and the older children are encouraged to serve themselves and discuss different vegetables that they like or don't like. The nursery is committed to providing children with a healthy lifestyle and is working towards a 'Healthy Setting Award'. This means children develop a positive attitude towards a healthy lifestyle.

Children are provided with a broad and interesting range of activities and learning opportunities to help them achieve and enjoy. Babies love to stack small cubes on top of each other and listen to the staff counting '1...2...3'. They share books about real animals as they can access these easily. Babies pull themselves up against the low level furniture and tentatively walk across to their supportive adults as the room has been carefully planned to allow them to move around in an environment that is interesting. Staff praise and encourage babies as they independently climb into the ball pool and laugh as they slide into the balls. Toddlers practice their mark-making skills as they are provided with large pieces of sugar paper for them to chalk on. They watch their peers and comment on the lines and curves they make. Information and communication technology resources are used and the children like pressing buttons and watching the responses given. Pre-school children enjoy taking photos of each other with the digital camera. They press the button and show the picture to their friends. Having resources available enables children to progress in their own way and develop skills for the future.

Children understand the rules and boundaries for behaviour and as a result this is good. They are developing a respect and awareness for themselves and others as they celebrate different religious festivals play with resources that reflect differences positively and share family books of photographs in the book areas.

## 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

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| <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

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| <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

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| 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

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| <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

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