

Early Inspirations

Inspection report for early years provision

Unique reference number EY433782
Inspection date 20/02/2012
Inspector Mr Rasmik Parmar

Setting address Cayton Centre, Cayton Street, Manchester, Lancs, M12 4GJ

Telephone number 0161 225 2529
Email info@earlyinspirations.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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

Early Inspirations opened in 2011 and operates from a single storey building within its own grounds. There are three playrooms and associated facilities. Children have access to enclosed outdoor play areas. The setting is open Monday to Friday from 8am until 6pm.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 43 children in the early years age group may attend at any one time. There are currently 45 children in the early years age group on roll. The setting currently supports children who speak English as an additional language and children with special educational needs and/or disabilities.

There are eight members on the staff, of whom, the manager is a qualified teacher and has the Early Years Professional Status; three members with the level 3 in early years and 4 members with the level 2 in early years.

The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and ambitious leadership provided by the proprietor/manager leads to a staff team that have a clear vision and focus for the setting. Children enjoy attending and thrive in their learning and development. Staff show a clear commitment to promoting inclusion for children, who are valued as individuals. Effective systems for self-evaluation and reflective practice lead to a continuously evolving setting.

What steps need to be taken to improve provision further?

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

- develop further opportunities for children to access outdoor play activities and explore the possibility of enabling free-flow access between the indoors and outdoors.

The effectiveness of leadership and management of the early years provision

Staff have a thorough understanding about safeguarding children within the setting and receive regular training to maintain their understanding of the subject. Effective policies and procedures are implemented to ensure any concerns are prioritised and addressed. Staff recruitment and employment is managed through thorough checks and robust procedures to ensure their suitability to work with

children, supported by regular appraisals and staff meetings. These procedures are supported by well-managed risk assessments, indoors, outdoors and on outings, providing a safe, secure environment for children to play in.

An inclusive and welcoming service is provided. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure that they feel valued and have a sense of belonging. Children learn about their own culture and the beliefs and cultures of other people as the nursery actively gathers information about the cultural background of all children attending. This ensures that relevant festivals and celebrations are acknowledged and shared.

The nursery makes every effort to work in partnership with parents, who value this personal care, support and attention. Parents comment positively on how well staff know their children, which contributes to a trusting relationship. The organisation of the daily routine ensures that staff are always available to give daily feedback to parents about children's activities and progress. A broad range of useful information is available for parents on notice boards. They also receive regular newsletters to keep them informed about the setting. Their views are taken into consideration via questionnaires. Key persons ensure that children's assessment records are shared with parents regularly.

Children attending the setting are solely cared for by them. However, key persons are aware of the need to liaise with other settings to share information about children's learning and development, if they are also attending those settings. Staff are also aware of the transition arrangements with local schools and will implement this as the need arises. Partnership working is reflected in the genuine efforts to strengthen links with other professionals outside the setting to support children with special educational needs and/or disabilities.

The manager is a highly skilled reflective practitioner and demonstrates her drive and ambition to provide the very best care and education for children. She has expert knowledge and understanding of the Early Years Foundation Stage and is highly skilled in motivating her staff team to constantly improve the service. Hence, staff monitor their practice and are confident in identifying areas for improvement to build on their strengths, as part of maintaining continuous improvement. There is a strong ambition within the staff team to develop better outcomes for children by constantly improving staff knowledge and improving their qualifications. Action plans are continuously in place to further improve the setting. Furthermore, the manager has already recognised the need to develop the outdoors. Work on this is currently in progress, in order to provide more opportunities and activities for children in the outdoor environment.

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

Children leave their parents with confidence and are beginning to learn how to share, cooperate and work together. Staff interact effectively with children,

listening to what they have to say and building respectful and caring relationships. They are positive role models and the genuine warmth and kindness from staff helps children develop good self-esteem and a sense of security and belonging. Staff have a good understanding of the early learning goals and activity plans are displayed for parents to see. They show a good balance of adult-led and child-initiated activities, covering the six areas of learning. Staff acknowledge children's achievements with praise and actively promote children's independence. Careful observation and assessment of children's learning and development results in positive outcomes for all children. A varied, interesting and challenging range of play opportunities and activities are provided for all children. Consequently, children are engaged and making good progress in their individual learning and development.

Children show good concentration and perseverance in tasks and activities because they engage their attention and imagination. They develop their creativity through a range of imaginative activities, such as, corn flour, paints, sand and water and learn to feel the texture of these materials. Children become engrossed in the activities and learn quickly. As they play, they talk with adults, learning new words and phrases to increase their vocabulary. Books are used throughout the setting, from soft books for babies to large story books for older children, supporting children's literacy skills. Children have opportunities to understand that print carries meaning with labels and pictures on storage boxes. They use the mark making area to develop their hand-writing skills and are encouraged to write their names. Children confidently use mathematical language as they compare shape and size. They enjoy number rhymes and learn to count and match numbers. They confidently use their initiative to solve problems through games, jigsaw puzzles and counting in daily routines. They have opportunities to explore water, filling and emptying containers as they learn about volume.

Children are well nourished and their health and dietary needs are consistently met. A healthy range of meals and snacks are provided, which are prepared from fresh ingredients by a cook. Careful consideration is given to the nutritional balance of the meals and snacks across the day. Children are provided with meals and snacks in their rooms, according to the ages and stages of development. Babies are suitably placed on high chairs, toddlers sit on low chairs and older children learn to follow more independent routines. Drinks are freely accessible at all times to ensure that they remain suitably hydrated.

Children are familiar with the routine of hand washing. Good standards of hygiene are maintained throughout the nursery and staff supervise visits to the toilet area. Children develop good habits and become independent learners in the stimulating, age-appropriate environment.

Children use the resources to learn about the world around them. The very welcoming environment positively promotes an inclusive society where children learn about the wider world. Children have celebrated different cultural festivals, such as, Chinese New Year, Diwali, Eid and Christmas. They have eaten foods from these cultures to broaden their experience. Children learn about others with special educational needs and/or disabilities and those who speak English as an additional language, as the setting meets the needs of such children.

Children show a feeling of security, building good relationships with their key person and are able to demonstrate how to keep themselves safe. Children learn about road safety, wear high visibility jackets during outings and learn about 'stranger danger'.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met