

Noddy's Private Day Nursery

Inspection report for early years provision

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Inspector Chrissie Pittman

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Noddy's Private Day Nursery opened in 2011 and is owned and managed by an individual provider. It operates from four playrooms and associated facilities in a converted house in Newall Green, Wythenshawe. The setting is on two floors and is wheelchair accessible on the ground floor, with an accessible children's toilet. The nursery serves the local area and beyond. There is a fully enclosed play area available for outdoor play.

A maximum of 28 children may attend the setting at any one time of whom not more than 11 may be aged under two. The setting is registered on the Early Years Register. It has procedures to support children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery opens five days a week for 51 weeks of the year from 7.30am to 6pm. Children are able to attend for a variety of sessions.

The setting employs six members of staff who work with the children and an owner/manager who is supernumerary. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making generally good progress in their learning and development in this safe, family orientated environment. Staff are experienced in meeting children's needs and have an appropriate understanding of the Early Years Foundation Stage. Managers understand the strengths and weaknesses of the provision. Overall, good relationships between the staff and children maintain children's capacity to make continuous improvement and ensure individual needs are met. Staff are reflective and always looking for ways to improve the provision. They have successfully developed close relationships with children and partnership work with parents is a strength, ensuring all children's welfare is effectively promoted.

What steps need to be taken to improve provision further?

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

- develop further knowledge of learning and development requirements to ensure the process of observation, assessment and planning gives equal attention to all six areas of learning
- provide more freely chosen or child-initiated activities, delivered through outdoor play
- develop opportunities for children to practise and extend their information technology skills

The effectiveness of leadership and management of the early years provision

There are appropriate procedures in place to manage any concerns staff may have about children in their care. All staff are appropriately vetted to ensure they are safe and suitable to work with young children. This means that children are confident to confide in adults and behave in ways that are safe for themselves. Satisfactory policies on safeguarding enable staff to appropriately promote children's well-being, such as parents completing personal documentation regarding allergies. Staff carry out emergency evacuation plans regularly so that children know what to do in an emergency. Risk assessments are detailed and regularly reviewed.

The owner and manager have evaluated the strengths of the nursery and identified improvements to the provision. This has been shared with staff and parents so that plans for the future are targeted to improve the provision and outcomes for children. The manager is reflective. For example, she has improved standards of care by updating policies. Staff are generally knowledgeable about the Early Years Foundation Stage and use this to support children in their learning. The division of the rooms into six areas of learning means that children are able to self-select available resources.

Partnership work is good overall. Parents are very supportive of the staff. Partnership work with others is sound as staff develop appropriate working relationships with other health professionals to ensure continuity of care so that transitions are managed well. Parents are invited by the setting to join in, observe, and make comments on their child's development and progress as an on-going activity.

Staff actively promote equality and diversity by effectively supporting children's language, communication and social skills so all can participate and communicate equally. There are no children with special educational needs or who speak English as an additional language. However, the nursery has systems in place that allow for the identification of a child's needs for additional support as soon as possible.

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

Most children are happy and secure as they enjoy their time at the nursery. Many are inquisitive learners as they enthusiastically explore all the play areas. Staff have positive relationships with the children because they respond to their needs and interact skilfully. For example, by encouraging children to share their toys or make play dough together. Children develop an early appreciation of books and stories as the book corner is welcoming, well-resourced and children enjoy sharing stories. Staff also provide a suitable environment for communication, language and

literacy, through mark making activities, stories, and descriptive conversations with the children. As a result, children are becoming good talkers. For example, they talk about making cakes in the home corner.

Children's behaviour is good as staff create an environment that values positive behaviour, such as earning a reward at story time and sharing with the whole group. Consequently, most children behave well and feel valued. Parents are also happy with their children's behaviour at the nursery. Children enjoy singing action songs and nursery rhymes. Their individual learning styles are appropriately catered for as the older boys prefer to play with a ball or dress up as superheroes. The outdoor garden area further provides an interesting environment for children to play with paint, trikes, sand and water activities.

Planning and assessment are presently being reviewed. Information from assessments are not sufficiently used to plan next steps for every child in every area of learning. Consequently the pace of their progress cannot be evaluated accurately. Profiles have some observations informing the next steps in learning although this has not been fully developed to demonstrate how much progress children are making given their starting points. Children enjoy learning about diversity and inclusion, through routines and discussions and by celebrating cultural events, such as Christmas and Easter.

The provision for children's health and safety is generally sound. Children are appropriately made aware of issues relating to their own hygiene and how to remain safe in the environment. Clearly structured daily routines re-enforce ideas about staying safe and being healthy. The procedures for nappy changing are effective and ensure that both children and staff are adequately safeguarded. The support for children who have an accident or are unwell is sound. Children generally demonstrate appropriate social skills and independence, for example at snack time they wash their hands before food. Snacks are healthy and children know fruit is good for them. There is constant access to fresh drinking water to ensure that they remain hydrated at all times. Overall, children's health and well-being is satisfactorily promoted.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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