

Bank House Day Nursery

Inspection report for early years provision

Unique reference number 316735
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Inspector Alec Smith

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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

Bank House Private Day Nursery has been registered since 1986. The nursery is situated in a large renovated and extended house in the Raddcliffe area of Bury. There are many local amenities nearby, including the town centre within a short walking distance from the nursery. A public car park is also situated within close proximity to the premises. There are five playrooms in all. The children are divided into babies, tweenies, toddlers and pre-school children. There is also an out of school facility on the premises for primary school children. There is a secure outdoor play area to the rear of the property.

The nursery opens each weekday from 7.30am to 6pm with the exception of bank holidays. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 76 children may attend the nursery at any one time 58 of whom may be on the Early Years Register. There are currently 47 children attending who are within the Early Years age range. The nursery provides funded early education for two-, three- and four-year-olds.

The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications including the owner who holds Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well and are generally well behaved in this inviting setting provided by staff who are highly motivated to achieve the best for children. Overall, children make good progress in their learning because teaching is rooted in a comprehensive understanding of the needs of children and staff plan activities to ensure that their individual needs are met. The setting works well with parents and other providers of the Early Years Foundation Stage. They support children with special educational needs and/or disabilities and children who speak English as an additional language to a very high level and this is a real strength of the setting. Good self-evaluation processes are in place to ensure effective improvement in well-chosen areas. All required documentation is in place, monitored and effective in practice.

What steps need to be taken to improve provision further?

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

- review the organisation of the daily activities to ensure staff are effectively deployed to meet the needs of all children
- improve the learning environment and resources to maximise children's

learning, especially for the younger children.

The effectiveness of leadership and management of the early years provision

Children are well protected and safeguarded by staff who have a clear understanding of local safeguarding procedures. Vetting procedures are robust and staff regularly sign a statement to say they remain suitable. Staff attend regular training to ensure that their understanding of safeguarding procedures is up-to-date and they are kept well informed of changes by the management team through an effective training systems.

Staff fully understand the Early Years Foundation Stage and use this effectively to support children's learning. The management team place a high priority on ensuring staff are well trained and up-to-date with new developments. For example, they regularly monitor and support the planning and assessment systems in place for children. The environment gives most children a wide range of activities to choose from both inside and outside. However, younger children's ability to select their own resources in a few areas is not as developed as others as they are out of reach. This means some opportunities for children to develop their own ideas are missed.

The management team works closely with all staff to evaluate and monitor their practice. The recommendations from the previous inspection have been met. For example, staff have put into place thorough assessment procedures which are used effectively to plan for children's next steps. The management team uses a range of self-evaluation methods effectively and has involved the ideas of a number of stakeholders, including parents and staff, in this process. They have set themselves comprehensive targets and actions, such as, developing further the resources for younger children.

The setting forms strong working relationships with parents and carers. There are a broad range of systems in place to share children's progress, such as, one-to-one meetings with parents and daily opportunities to view and add to children's 'learning journeys'. The setting supports learning at home as staff give parents regular reviews of children's progress and with ideas for parents at home. The setting is committed to working with other providers and has established effective working relationships. For example, detailed transition sheets are used to share important information regarding children's welfare and their progress.

The setting is fully committed to providing a high level of support to children with special educational needs and/or disabilities. Staff work well with outside agencies, such as, speech and language therapists to meet the specific needs of children and put into place detailed and regularly reviewed learning plans. For children who speak English as an additional language the setting ensures they work closely with parents to support children's dual language skills by using picture books in both English and the child's home language.

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

Children settle quickly into the setting and feel safe and secure in the environment. This is because the staff get to know the children and families really well, for example, through information collected on admission and by developing close relationships with parents. Children move around the setting safely and give children clear boundaries. For example, children are reminded to be careful when walking down the stairs and to always hold the banister. Children use the balance beam and climbing frame outside safely because staff know when to offer support and when not to. This is because they have a clear understanding of children's development.

Children have good opportunities to learn about healthy lifestyles. They learn about healthy eating and excitedly talk about wanting vegetables with their lunch as they make them grow. Older children serve their own snack with support from staff. They are encouraged through praise and encouragement to try different foods. The children learn about good hygiene routines through gentle reminders and visual signs reminding them what they need to do. Children wipe their own noses and know to put tissues in the bins provided. All children have access to a well-resourced outdoor area. Children take part in a number of interesting physical activities, such as, football skills with a specialist coach. This means they are supported effectively in their physical development and make good progress.

Children make good progress towards the early learning goals as staff regularly observe children and track their progress. Interesting activities are planned for children and clear links are made between children's observations, next steps and planning that is put in to place. Children develop their good mark-making skills when they explore paints and write their names in the morning for self-registration. Children develop good phonic skills through well-planned letters and sounds activities, such as, repeating patterns using musical instruments. Children develop effective numeracy skills through everyday activities. They make towers in the construction area and discuss who has made the tallest one and count the number of bricks used. Children use a range of age-appropriate technological equipment in each room. They use the mouse correctly and use it to direct a dragon on the screen. This supports them to develop skills for the future.

Children are well behaved in the setting and are encouraged to be independent throughout the day and choose their own resources for play. However, at times when transitioning from one activity to another, the systems currently in place mean that not all children get their needs met. Children learn about their own and other cultures through a well organised range of activities and resources. For Eid, working with parents, staff showed children how it is celebrated at home, trying on traditional costumes and tasting foods.

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
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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