

Newbold Children's Centre Nursery

Inspection report for early years provision

Unique reference number EY337661
Inspection date 09/03/2012
Inspector Emily Wheeldon

Setting address Newbold Sure Start Centre, Moss Street, ROCHDALE,
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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

Newbold Children's Centre nursery was registered in 2006. The nursery is housed in a Sure Start children's centre building in Rochdale and consists of three play rooms and an outdoor play area. It is privately owned and managed. The nursery is open to all children and operates five days a week from 8am to 6pm for 51 weeks of the year, closing for Christmas week and bank holidays.

The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 56 children under eight years may attend the nursery at any one time. There are currently 69 children on roll, of these 69 are within the early years age group in part-time places. A total of 49 children are in receipt of funding for early education. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are nine members of staff, including a manager, who work directly with the children. Seven members of staff hold a qualification to at least level 3 in early years, and one member of staff has a foundation degree. One member of staff holds an honours degree in early childcare. The nursery receives support from the local authority and services that run in the children's centre.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are able to make very good progress towards the early learning goals in this highly inclusive, safe, and stimulating setting. Robust procedures for the safeguarding of children and highly experienced staff ensure the setting delivers the highest possible standards of care. Overall children's welfare and learning are very successfully promoted and sustained by partnerships with other agencies to ensure continuity of care. Staff are extremely committed to working in partnership with parents and are establishing superb links with them. Successful steps are taken to self-evaluate its provision and views from children, parents, staff, and others are taken into account so that everyone's needs are very well met. The nursery demonstrates an excellent capacity to maintain continuous improvement, having implemented a number of positive changes.

What steps need to be taken to improve provision further?

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

- developing further the communication between other professionals to support children's development and progress towards the outcomes of Every Child Matters.

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge and understanding of safeguarding and know who to contact should they be concerned about the welfare of a child. Rigorous recruitment procedures are in place and thorough checks carried out to ensure the well-being of children and their families. Detailed risk assessments are reviewed regularly and ensures all spaces children come into contact are safe. Children are not allowed to be collected by anyone not known by the staff and a visitor record is maintained for added security. All the necessary records, policies and procedures are in place and followed by the staff to allow the very smooth running of the setting.

The management team are extremely successful in inspiring staff to work towards ambitious targets. The staff work very well together, are very committed, and care passionately about the children in the care. Self -evaluation is highly effective and together with the excellent High Five quality award rating, staff are able to deliver an outstanding service. Extensive monitoring and action plans show that high expectations are embedded across all areas of practice. The setting has addressed previous recommendations very promptly and effectively. For example, they now evaluate adult focussed activities to ensure learning outcomes are met, and they have improved systems to involve parents in the children's learning. Resources are of a consistently high quality and really meet the needs of children from different age groups. A strong emphasis is placed on the inclusion of all children, to remove any potential barriers to learning and to ensure all children take part. Visual timelines and a language friendly environment, together with experienced staff, fully support children with additional needs and children for whom English is an additional language. Staff fully include babies and children in all the activities held in the nursery and there is a very strong emphasis on celebrating different festivals and cultures throughout the year.

Superb links with local schools and other early years professionals ensure children are given expert continuity of care. For instance, staff provide very comprehensive reports of children's progress when they transfer to school and they are proactive in sharing information about the individual needs and interests of children. However, some information sharing with outside agencies is less well developed. Excellent partnerships with parents contribute to the staff's exceptional knowledge of the children's individual needs. Well developed systems for translating newsletters and sharing of information in different languages means that all families are kept fully informed about the progress of their children and information about the nursery. Parents are extremely complimentary saying that staff are very committed and highly effective in supporting children with additional needs. For example, they really value daily feedback about how their children have been getting on and say that their children have made significant progress in their development since coming to the nursery.

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

All staff have a superb understanding of the Early Years Foundation Stage framework due to their extensive experience and qualifications. Interactions between the staff and children are outstanding as staff make exemplary efforts to turn every experience children encounter into a learning experience. For example, staff support children's language and mathematical thinking when they ask children to find shapes and numbers in their environment. Observations are highly effective in informing staff of children's next steps in their learning. Planning is very flexible and adapts to children's individual needs and interests and any other opportunities on any given day. Very detailed assessments are completed and staff are able to track children's progress at any time. As a result, children make excellent progress in their learning and development.

As soon as children arrive they are eager to explore their surroundings and they meet every new challenge with real enthusiasm. Babies learn through play and the provision of meaningful, real-life objects. For example, having everyday objects such as mobile phones and purses that they are familiar with at home, extends their communication skills. Babies and toddlers take responsibility to water plants they have grown and watch their development with anticipation and excitement. Children initiate their own learning through discovery and are given vast opportunities to explore their senses. For example, areas are designated in the rooms and outside for babies and young toddlers to have the freedom to explore different materials. They enthusiastically shake plastic bottles containing dried pasta and runny coloured liquid and giggle with delight as the light from the sun makes the glitter sparkle in the liquid. Embracing and welcoming children and their families from a multi-cultural society is a real strength in this setting. All children enjoy and have fun celebrating a wide variety of different festivals and the chef prepares special meals on the day such as samosas for Eid.

Children are very engaged and very keen to join in circle time activities. Their levels of concentration are excellent. For instance, they are all involved in literacy activities which involve matching objects to letters of the alphabet. Rich and highly stimulating activities for children to develop their problem solving, reasoning and numeracy skills are made available at every opportunity. For example, children skilfully push different sized containers through a drainpipe outside and give reasons why they don't pass through and say, 'Now we got them stuck because the pipe is too small.' Staff make excellent use of praise and confidence building strategies to successfully teach children to behave well and play harmoniously. Children are entranced and work well together as they take turns on the computer and expertly use the mouse and keyboard. Such positive experiences support children's skills for the future. Creative activities such as free painting, role-play using real-life objects, small world toys and an extensive range of collage materials offered on a workshop basis, greatly enhance children's creativity skills. For example, babies are enthralled when they smear their hands in green paint and make hand prints.

Children's understanding of safety issues are exceptional. They confidently explain

what they must do in the event of a fire by saying, 'We all line up and wait outside by the gate.' Children demonstrate outstanding awareness of staying healthy and readily go to wash their hands, and serve themselves drinks of water during the day. Highly nutritious and healthy cooked meals are prepared by a well qualified chef. Fresh produce is used and children's onions and potatoes they have grown. The chef also gives staff nutritional information and background information to staff about where the ingredients in recipes have come from and this is shared with the children. This gives children expert knowledge about the wider world. Children are given a wealth of opportunities to develop their physical skills and greatly benefit from fresh air. Exciting activities such as walking across wooden beams and trying to keep one's balance on a wobble ball, all help children to develop excellent gross motor skills.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1

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

Outcomes for children in the Early Years Foundation Stage	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

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