

Boarshaw Private Day Nursery

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Boarshaw Private Day Nursery was registered in 2006 and is owned and managed by Cosy Toes Nursery Ltd. It operates from Boarshaw Children's Centre which is attached to Boarshaw Community School in the Middleton area of Rochdale. Children have use of two main play rooms and associated facilities. The nursery also has use of a parents' room and the school hall. There is a fully enclosed outdoor play area. The nursery is open Monday to Friday from 7am to 6pm for 51 weeks of the year. The building is fully accessible. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery is registered on the Early Years Register. A maximum of 28 children in the early years age range may attend at any one time. There are currently 43 children on roll. This includes a number of three-and four-year-old children who are in receipt of early education funding.

There are eight members of staff who work directly with children, six of whom hold relevant childcare qualifications at level 3. Two members of staff have a level 2 qualification and are working towards a level 3 qualification. The deputy has a Foundation degree in Early Childhood Studies. The manager has a level 4 qualification and is working towards a Foundation degree in Early Childhood studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff team are committed to providing high quality care. They ensure each child is valued as an individual and nurtured to enable them to achieve their full potential. This is a key strength of the nursery. The indoor and outdoor areas are organised very well. These provide children with a good range of opportunities for them to explore play and learn in a safe and secure quality environment. There are good systems in place to evaluate the nursery and these include the identification of strengths and key areas for improvement. Most staff have attended training to support this. Successful partnership working with parents and other professionals ensure consistency in the high quality of care and learning provided.

What steps need to be taken to improve provision further?

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

- continue to develop and provide children with opportunities and encouragement to use their communication language and literacy skills in a range of situations and for a range of purposes.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded and protected from harm through the nursery's robust procedures and practices. Robust induction procedures ensure that all new staff are fully aware of their roles and responsibilities to care for children in a safe environment and keep them safe from harm. All staff have a very good understanding of their responsibilities and the procedures to follow should they have any concerns about a child in their care. All staff are suitably checked and vetted. Their on-going suitability is monitored regularly through monthly support meetings and the annual appraisal system. Comprehensive, detailed risk assessments of the premises, and also for outings, ensure that children's safety is continually monitored and reviewed.

The nursery is effectively led and managed by an enthusiastic, conscientious and professional management team who work alongside and support the staff team fully in their daily practice. They are very effective role models. There is a strong commitment to staff training and personal and professional development, either through in-house training or from other professional organisations. This enables staff to take on designated areas of responsibility within the nursery. Consequently, the staff take great pride in their daily practice. Recommendations from the last inspection have been successfully completed. These have improved the quality of the outdoor learning environment and information available for parents. Through self-evaluation, key areas for improvement are successfully targeted. These include ensuring children have a range of opportunities throughout the nursery to practise and develop their language and literacy skills. Training has been provided for existing staff and it is to be cascaded to new staff and parents. Toys and equipment are of good quality, fit for purpose and enable children to have choice and develop their independence

Engagement with parents is good. They have free access to their child's learning and development journeys at all times. They are actively invited to contribute their ideas comments and observations to these at regular intervals throughout the year. Times of transition, as children are admitted into the nursery or move into a new group room, are handled particularly sensitively to ensure consistency of care. Parents are involved in this process which means that their ideas and thoughts are valued and incorporated. Daily verbal and written exchanges of information between the parents and the children's key person ensure children's individual needs are continually identified and met. Parents are extremely complimentary about the individual care and the high quality of the learning environment. There is a strong ethos for staff to support all children, especially those with special educational needs and/or disabilities and those children who speak English as an additional language. For example, children's individual cultural backgrounds are valued through displays of posters, photographs and maps of the world, the use of dressing up clothes and celebration of festivals. All staff have high aspirations for children's individual progress through effective partnership working with parents and other professionals.

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

Children are cared for in a vibrant, child friendly learning environment which is planned thoughtfully so that children can choose what they do from a good range of quality toys and equipment. They benefit greatly by being cared for in small groups, the key person system and high staff to child ratios. As a result, staff have a well-developed knowledge and understanding of children's individual needs and interests. This successfully enables them to respond to their individual care, learning and developmental needs. Children's progress is carefully recorded, monitored and the next steps planned for in their own learning journeys. Consequently, children make very good progress given their starting points and capabilities.

A great success has been the development of the outdoor area to offer continuous indoor and outdoor provision. Children actively choose to play in the outdoor environment for the majority of the day which means their good health is fully supported through fresh air and exercise. They enjoy playing in the water, painting with rollers and large paintbrushes or using large wooden bricks to build in two or three dimensions. They have free access to the computer and enjoy using various programs which support their problem solving skills. This includes exploring numbers, colour and shape recognition. Group times are used to plan purposeful activities to extend and develop children's skills, such as counting the number of strawberries and taking two or more away. On other occasions children seek a member of staff to join in their role play. They enjoy sharing conversations on the telephone or using the till as they play a shopping game, reflecting on their experiences. Group and story times are used to develop children's language skills, such as 'Looking and Listening' activities for younger children and 'Letters and Sounds' for the over two's.

Children's art work is valued and displayed in each of the children's rooms, which gives them a sense of belonging and develops their self-esteem. They become confident and self-assured as they acquire everyday skills, such as serving food at lunchtime or handing the plates out. All children have lots of opportunities to explore and investigate through sensory play, using a variety of materials. For example, younger children concentrate intensely as they carefully stroke strands of dry spaghetti.

The whole staff team are warm and caring towards the children and place great emphasis on children's emotional well-being, behaviour and manners. A member of staff is always ready to give a cuddle, offer a knee to sit on or words of encouragement when needed. This is particularly beneficial to those children who are new to the nursery and settling in and helps to develop their feelings of safety and security. Planned activities and discussions are used effectively to promote children's understanding of how to keep themselves safe. For example, through topics such as 'People who help us' and the practice of road safety. Children make their own signs and symbols using the colours red, green and amber and use these effectively to control the 'traffic' at the zebra crossing as other children ride round on wheeled trucks. They show great control, co-ordination and spatial awareness

as they pedal around the outdoor area, stopping and starting and following simple instructions. Positive behaviour is successfully promoted through a range of age appropriate strategies. Children are beginning to show a good awareness of responsibility and their own behaviour within the nursery. For example, they are actively encouraged to make up their own ground rules. More able children write these out and these are displayed to act as a reminder, such as 'Be Happy' and 'Look after the books'. Staff reinforce good behaviour through phrases, such as 'super sitting', 'terrific talking and 'good, sharing'. As a result, children behave very well.

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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