

Trafford MBC

Inspection report for early years provision

Unique reference number EY286057
Inspection date 06/03/2012
Inspector Barbara Wearing

Setting address Sure Start Partington & Carrington Nursery, Central Road,
Partington, Manchester, M31 4EL

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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

Sure Start Partington and Carrington Nursery was registered in 2004. It operates from three rooms within a purpose built children's centre in Partington, Trafford. Children have access to a fully enclosed outdoor play area and to a sensory room and soft play room within the children's centre. The nursery is within easy walking distance of the local shopping centre, schools, health clinic, leisure centre and parks.

The nursery is open five days a week all year round, from 7.30am until 6.00pm. Children attend for a variety of sessions. There are currently 79 children on roll, all of whom are in the early years age range. Care to children aged over five years to eleven years is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

Seventeen staff work with the children, all of whom have a relevant qualification and one has Early Years Professional Status. The setting receives support from development and advisory staff within the borough.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive within the vibrant and inspiring nursery environment. Staff treat children with the upmost care and respect. They work exceedingly hard, building close relationships with parents and other professionals, to ensure that children's individual needs are very effectively met. Managers and staff constantly and accurately reflect on how well they are promoting outcomes for children. They consult children, parents and other agencies to ensure developments are ambitious and well targeted, resulting in the exceptionally high quality provision for children and families.

What steps need to be taken to improve provision further?

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

- enhancing observation, assessment and planning to include more regular summative assessments and ensure that next steps clearly show intended skills and challenges for children to develop.

The effectiveness of leadership and management of the early years provision

Procedures to safeguard children are robust. Staff are confident in their knowledge of the signs and symptoms of abuse, the whistle blowing policy and the action to

take in order to protect children. They have experience of working with parents, carers and other agencies in order to keep children safe. The nursery's rigorous recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. Comprehensive risk assessments are carried out routinely. Appropriate action is taken to reduce the risk of accidental injury, while allowing children to explore developing skills and independence.

Staff are extremely motivated. They show a strong commitment to their work with children and a desire to continually develop their skills and the outcomes for children. The management team value staff highly and place a great importance on supporting them in their professional development. Staff have specific roles and responsibilities and are deployed thoughtfully within the nursery, ensuring that children benefit from their expertise. Staff, parents and children are fully involved in the self-evaluation process. Therefore, improvements are a true reflection of their needs, interests and ideas. A book has been compiled with older children showing their views of the nursery and how staff have responded to these. Feedback from parents within a recent satisfaction survey was very positive and also gave suggestions for developments that have swiftly been implemented.

Children benefit greatly from the superb range of high quality toys and resources that are freely accessible to them indoors and out. These include an excellent selection of sensory resources and resources that reflect positive images of our diverse society. Staff plan the daily routine and activities ensuring optimum use is made of the exciting outdoor play areas for planned activities and free play sessions. Staff work with full regard for each child's and families' individual needs and circumstances, including those who speak English as an additional language and those who have special educational needs and/or disabilities. They constantly review their practices and have highly effective partnerships with other professionals to ensure that everyone is fully included and has equal access to all that is offered within the nursery. Where appropriate, key staff support parents in accessing other services and attend appointments with them to help them meet the needs of their children. The nursery is proactive in constantly thinking of various, innovative ways to engage with parents. Staff build close relationships with parents as their children settle within nursery. This establishes the foundations for open communication and optimises sharing of information regarding the nursery and their children.

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

Clear and purposeful systems are in place for observation, assessment and planning. Staff regularly observe and record children's achievements and track their progress towards the early learning goals. These identify strengths, interests and areas in which children require additional support. Observations are regularly reviewed and next steps show how staff will support children in their learning. Occasionally these do not show the specific skills staff intend children to develop next to ensure that they are challenged fully across all areas. Staff are skilled at providing a range of experiences to ensure outcomes for children are good and in

many areas outstanding. Summative assessments are recorded to show children's skills in all areas of learning when they transfer between rooms or to another early years setting. The nursery is beginning to share summative reports on a more regular basis and to share information with parents during parents' evenings.

Children of all ages show an extremely strong sense of belonging and security within the nursery. They are nurtured by staff who know them well and take delight in their achievements. Staff ensure that children develop excellent skills to keep themselves safe. They are encouraged to talk about their feelings and are assertive. They engage in activities such as computer programmes to learn about road safety and learn to use a variety of tools safely. Babies' individual routines are followed and they explore all that is on offer within their room with supreme confidence and increasing independence. A group of babies eagerly explore paint, using all their senses. Staff are thrilled as a baby who has not been keen to explore 'messy play' pulls themselves up to the table to feel the paint. Toddlers investigate the changes as they mix water with flour. Older children develop their self-help skills, take responsibility and care for others as they help to set the table for lunch and serve their own food. Children enjoy nutritious, balanced, freshly prepared meals and snacks. This, alongside good hygiene routines and plenty of opportunities to be physical and play outdoors promotes healthy lifestyles and children's excellent large muscle skills and coordination.

Children become competent communicators and innovative ways are used to develop their listening skills. Staff constantly encourage babies' language, repeating their vocalisations, chatting to them about their play and naming objects. Older children chat to each other and staff throughout the day. They are keen to answer questions during group times, demonstrating their knowledge and understanding of the world, skills in numeracy and linking sounds to letters. They talk about the weather, know that Tuesday follows Monday and that six follows seven, recognise that March begins with the same letter as Monday and enthusiastically say other words that begin with 'T'. Toddlers squeal with delight as they 'hop like bunnies' when singing a favourite song. Children of all ages use a variety of tools to make marks within different areas of the room. Children eagerly explore the inspiring environment indoors and out, often using information, communication and technology equipment to support their learning and knowledge and understanding of the world. They explore with magnets, use a device to record their voices and talk to each other using walkie-talkies. Staff support children in making good progress in their problem solving, reasoning and numeracy skills. They choose various number songs to sing, identify big and little objects and count as they play.

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