

Play Alma Mater

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*.

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

Play Alma Mater nursery was registered in 2011. It operates from a detached converted dwelling on the outskirts of Oldham. The nursery is open five days a week from 7.30am until 6.00pm all year except for bank holidays and a week at Christmas. The setting is registered to care for a maximum of 60 children at any one time. Currently there are 38 children on roll; of these all are in the early year's age range. The setting provides care for children with English as an additional language and also children with additional needs. The nursery has 11 members of staff; out of these nine hold relevant early years qualifications and two are working towards childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and friendly environment where they make good progress in their learning through all areas of play. Children take part in a good range of activities which are planned according to individual interests to promote awareness of diversity and inclusion. The setting provides a safe and healthy environment in most areas for children. Strong leadership and management help build an effective staff team and are the driving force behind the on going self-evaluation and show a good commitment to continuous improvement. There are good partnerships with parents in most areas and links with schools and other settings in the area are developing well.

What steps need to be taken to improve provision further?

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

- improve hygiene procedures with children to prevent cross infection
- develop systems in children's individual profiles to clearly record all children's starting points.

The effectiveness of leadership and management of the early years provision

All staff understand their responsibility to safeguard children from harm. The nursery has a clear, detailed safeguarding policy and a designated staff member to take the lead if concerns about children's safety arise. Staff regularly attend safeguarding training and this is on going. This ensures they are secure in their understanding. All staff learn about the internal procedure routinely as part of their induction and act accordingly to keep children safe. The security of the premises is good and procedures for arrival and departure ensure children are handed over safely to a known adult. Risk assessments are carried out in each playroom daily by the staff and any safety issues are passed to the manager who acts efficiently to address these. Full assessments of the setting are also carried out at regular

intervals throughout the year, ensuring all areas, equipment and resources are safe. Risk assessments are also completed for all outings that children are taken on. Opportunities for training ensure staff develop new skills as well as keeping up to date with changes. Staff receive an informative induction and all suitability checks are carried out, according to requirements. All paperwork is in place and is well maintained. Policies and procedures outline the service provided and are reviewed annually.

Effective staff deployment means that all children are well supervised and supported and an effective key person system is in place. There is a good range of toys and resources available throughout the nursery. These are suitably organised and allow children of all ages to make spontaneous choices and extend their own play and learning. This includes a variety of resources that reflect images of diversity, so that children start to develop a positive self-image and awareness of the wider world.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the playrooms about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet children's individual needs. Such discussions are supported by daily diaries for younger children that record food intake, nappy changes and sleep patterns. Parents are aware of their children's profiles however, they are not given regular opportunities to contribute in them. Staff have effective systems for sharing information with other settings that children attend to support their welfare and development in place. Systems to self-evaluate the provision are developing well and contributions from staff and parents taken on board. For example, training in safeguarding level two is to be implemented ensuring a safe environment for children. The owner and manager are enthusiastic and committed to continuous improvement within the setting.

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

Across all age groups babies and children are happy and enjoy accessing the child-centred environment and there is good emphasis on child-led activities with colourful age-appropriate toys, resources and play areas. Children are able to make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. Staff are on hand to support and encourage learning during play; they interact well with children building on what they know and can do. Overall, children are well motivated and demonstrate that they are making good progress towards the early learning goals. For example, babies vocalise happily, exploring their enabling environment as they look at books, play with activity centres and develop their feel and touch as they enjoy different materials in the selection of treasure baskets. Children of all ages enjoy developing their creativity and are provided with good daily opportunities through free painting, planned painting activities, shaving foam and play dough. More able children roll out the dough confidently talking to other children and staff telling them they are making pizzas, with cheese and ham on it. They then use

their imagination well as they pretend to place the dough in the microwave and make the 'beep' noise telling everyone 'it's ready' and offering it to their friends. Babies show an interest in the shaving foam and pull themselves up against the tray, with good support from staff, running their hands through it. All children are able to access a good selection of age appropriate books all situated in relaxed and comfy areas of the rooms. Younger children choose the book about the tiger and together with the staff sit and read it and imitate the noise of the tiger. All children get opportunities to grow fruit and vegetables and have recently sown tomatoes ready to put in the outside vegetable patch. Children access well resourced outdoor areas, where they learn to ride the bicycles, kick the balls and make tents out of the large pieces of material. Staff encourage the children to complete the jigsaws that they have selected and are given lots of praise as they recognise the star and triangle shapes and successfully place them in the jigsaw. Children's vocabulary is developing well; staff engage them in conversations and listens to children and respond appropriately, encouraging them to think for themselves. More able children eagerly tell the visitor that they are 'helper of the week' and show their photograph that is displayed on the door. Children are interested and enthusiastic to learn. Their knowledge of the world around them is effectively promoted through a sound range of resources, celebrating festivals and engaging in discussions. The nursery displays lots of the children's art work around the setting and also photograph albums are available in all rooms showing the different activities and celebrations they have participated in. Observations and assessments are developing well; they are clearly linked to all areas of learning, show the children's next steps and are enhanced with photographic evidence and children's own work. However, children's starting points are not consistently identified to enable staff to inform future planning.

Children are provided with healthy snacks and meals all which are freshly cooked on the premises and a menu displayed for parents. Staff follow good nappy changing procedures, where disposable gloves and aprons are used and nappies disposed of appropriately. However, some hygiene procedures are not fully implemented with children to prevent cross infection, such as use of tissues. Children are learning to keep themselves safe through regular practises of the emergency evacuation drill and the gentle reminders from staff to hold on to the banister as they go up the stairs. Children's behaviour is good and staff act as positive role models offering consistent praise and support, which raises their self-esteem. More able children use good manners as they speak to each other and the staff. Younger children are appropriately nurtured and praised for their achievements which promote their sense of well-being.

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