

Harpurhey Neighbourhood Nursery

Inspection report for early years provision

Unique reference number

EY302356

Inspection date

10/05/2012

Inspector

Anne Drinkwater

Setting address

Harpurhey Sure Start Children's Centre, North City Family
and Fitness Centre, Upper Conran Street, HARPURHEY,
Manchester, M9 4DA

Telephone number

0161 2771927

Email

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Harpurhey Neighbourhood Nursery was registered in 2005. It is owned and staffed by The Manchester College. It operates from one large room which is divided to accommodate children by age and stage of development. This room is within the Harpurhey Children's Centre which is situated in North City Family and Fitness Centre. There is access to a secure outdoor play area for children of all ages. The nursery provides full and part-time care for children in the early years range. It is open Monday to Friday from 8am to 6pm. The nursery closes for two weeks at Christmas and all statutory holidays.

The nursery is registered on the Early Years Register. A maximum of 32 children may attend at any one time. There are currently 35 children aged from six months to four years on roll. The children attend from the local area and wider community. The nursery currently supports children who speak English as an additional language.

There are nine staff who work with the children and a cook. All the staff who work with the children hold appropriate early years qualifications equivalent to levels 3 or 4. The nursery benefits from advice and support from Sure Start advisors and a children's centre teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are enthusiastic and motivated to join in activities. Staff know the children well and ensure their individual needs are met. All children make progress in their learning, although there are weaknesses in how staff plan access to the outdoor environment as the children's activities are in the main indoors which limits access to fresh air, exercise and outdoor learning. A wide range of well-maintained documentation helps to keep children safe, however, there is one omission to this which is a specific legal requirement. The staff team on occasion reflect on their practice through self-evaluation in order to maintain continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information about who has legal contact with the child and who has parental responsibility.
(Safeguarding and promoting children's welfare).

25/05/2012

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

- involve parents in the ongoing observation, planning and assessment process, including consulting them about their children's developmental starting points at entry
- improve the daily routine to allow children continual access to the outdoor environment
- improve the system of self-evaluation to ensure that it is regularly reviewed in order to monitor the impact that the improvements have on the outcomes for children.

The effectiveness of leadership and management of the early years provision

The organisation of the nursery helps to ensure that children are safe at all times. All staff are well aware of their duty regarding safeguarding children and there is a detailed policy in place. All staff are suitability checked and secure recruitment procedures are in place. Risk assessments are carried out and recorded and most of the necessary documentation is in place to help ensure children's safety and security. However, the specific information as to who has legal responsibility and guardianship is not obtained. That said, children are learning how to keep themselves safe as regular fire evacuation drills are held and staff hold valid first aid certificates to enable appropriate treatment to be given in the event of an accident. Children's safety is assured as staff ratios are maintained at all times.

Children help themselves to a varied range of equipment, including construction equipment and small world toys, from clearly labelled storage boxes. Routines are well-planned and the room is set out to enable continuous provision across all areas of the early years curriculum. The outdoor play area has also been developed to include all areas of learning, although the children's access to this is limited. All families are welcomed into the nursery and an effective equal opportunities policy is implemented. Staff help children to learn about their own cultures and those of others by planning activities to link with festivals and cultural events. They also use a varied range of equipment and books that reflect positive images of diversity. Differences and similarities are discussed and children are helped to understand and acknowledge these. Children help to create an imaginative display showing cultural events, such as the forthcoming jubilee.

The partnership with parents regarding their children's welfare is highly regarded by parents. They receive daily feedback from staff about their children's day in the nursery and on entry they are made aware of the policies and procedures and complete information to give staff an insight into their children's routines. In addition, staff meet twice yearly to discuss the children's development. However, information is not sought at the start of the placement to enable staff to plan for the children's development and parental involvement in their children's observations, planning and learning is limited.

Staff build good relationships with other professionals to ensure children's individual needs are comprehensively met and any support for individual children is planned for. They share relevant information to ensure consistency and are also aware of the need to work closely with other providers, such as, several local

schools, to ensure a shared approach to children's learning.

The nursery staff are committed to improvement and have completed a self-evaluation document, however, this is not reviewed on a frequent basis to ensure the continuous development of the provision or highlight any areas for further development. That said, the setting makes continuous improvements on a day to day basis, are open to new ideas and have the capacity to maintain continuous improvement.

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

Children are happy and settled in the nursery. Babies and younger children enjoy cuddles with their familiar key person and are able to explore a range of resources. These are easily accessible on the floor and in low-level storage units. All children's learning is effectively supported because staff know them well and understand their individual care and learning needs. Staff offer a wide range of activities to ensure children are well occupied and interested and children can make choices and move around freely. Staff plan imaginative activities to build on children's interests and make regular observations of the children's development and record these in their learning journeys. They use these records to track each child's progress across all six areas of learning and then plan their next steps for development. Photographs and examples of work are also used to illustrate children's learning.

Staff strike a good balance between adult-led and child-initiated activities. For example, a group of children find their key workers prop box, this initiates impromptu singing of nursery rhymes when they find the spider, fish and ducks. Children join in with counting, demonstrating their problem solving, reasoning and numeracy skills. Creative activities enable even the youngest of the children to use their imaginations to create displays, such as, those around the Diamond jubilee. This, alongside many other events, supports children's knowledge and understanding of the world. Boys and girls play cooperatively together as they bath their dolls in the bubble bath. Children develop a good understanding of keeping themselves safe. For example, younger children are reminded not to climb on furniture and older children use equipment safely, such as scissors.

Children develop habits and behaviour appropriate to good learners. They are well behaved and their personal, social and emotional development is enhanced through the skilful planning and consistency provided by the staff team. Children make friends and demonstrate good manners. They listen carefully and join in the entertainment when they are invited. They have a positive attitude towards learning and taking part because they are encouraged to make choices and move around the play areas to access various activities. They are sociable and chat with visitors and staff.

Staff are made aware of any allergies and dietary requirements which helps them to successfully meet children's health needs. Children routinely wash their hands

before eating and after using the toilet. Most children access the toilet facilities independently and manage their own personal needs. A nappy changing procedure is carefully followed when necessary. Staff sit with the children while they eat, chatting about the food made from fresh produce, which they relish.

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	3

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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

