

Mrs Ogden's Academic Day Nursery

Swimsmart House, Bradley Lane, Standish, WIGAN, Lancashire, WN6 0XQ

Inspection date	17/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The successful implementation of the key person system enhances the relationship with children and their families. Children develop secure trusting relationships with their key person and other nursery staff.
- Children are happy and enthusiastic; they demonstrate positive behaviour and strong self-assurance.
- The thoughtfully planned playrooms create enabling environments for all ages of children to promote independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Planning is based on children's interests to effectively promote their learning and development.
- There is a strong commitment to improve the nursery provision through setting ambitious targets and action plans.

It is not yet outstanding because

- There are inconsistencies in implementing the assessment processes to support individual children's learning and development. This includes establishing children's starting points with parents on entry to the nursery.

- Systems for parents to contribute to their child's learning record are not engaging all parents. It is not clear that these systems effectively provide information for all parents to continue their child's learning at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three playrooms and the two outdoor play areas.
- The inspector held meetings with the St Bede's services nominated person, the acting manager, the deputy manager and the Company co-ordinator.
The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took into account the views of parents and carers spoken to on the day and of comments recorded by parents.
- A joint observation was carried out by the acting manager and the inspector.

Inspector

Jean Thomas

Full Report

Information about the setting

Mrs Ogden's Academic Day Nursery was originally founded in 1969. It registered again in 2012 and is now run by St Bede Services Ltd. It operates from the ground floor of a building in Standish, near Wigan. Children are cared for in three main playrooms on the ground floor, and they have access to enclosed outdoor play areas. The nursery opens Monday to Friday from 7.30am to 6pm, term time only. However, the nursery does offer limited care during school holidays for those that need it and for children aged over five years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 106 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 24 members of qualified childcare staff. Of these, one member of staff holds a qualification at level 5, eight at level 4 and the remaining at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- monitor the consistent implementation of the assessment processes to support individual children's learning and development, including establishing children's starting points with parents on entry to the nursery
- develop further the information available to parents to help them continue their child's learning at home and the systems to give parents the opportunity to contribute to their child's learning record.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children of all ages enthusiastically participate in a wide range of activities and play opportunities. Children are happy, laugh as they play and express their delight with their achievements. Staff have developed their knowledge of the revised Early Years Foundation

Stage Framework. They support children to make good progress in learning and development through understanding and implementing effective teaching techniques. These are based on children learning through play. The attractively organised playrooms and the wide range of resources contribute to motivating children to engage them in learning. Children have good opportunities to follow their interests and determine the direction of their play. They freely select the equipment and play materials of their choice. Consequently, from an early age, children demonstrate deepening levels of concentration because their interest is sustained. The continuous provision of resources further enhances children's learning as they pursue activities in a relaxed, unhurried manner and revisit to practise skills.

The partnership with parents is forged during the registration visits. The settling-in procedures enable children, parents and key persons to get to know each other. Most parents complete the 'All about me' booklet, which provides information regarding their child's stage of learning and development on entry. This information is used as part of the child's initial assessment. Key persons value the ongoing communication with parents to assist them in meeting children's individual needs. Some parents share their children's interests and achievements from home using the daily diary or on the printed sheets provided, which are then displayed. Parents have access to their child's learning records. Also, evenings are organised with key persons to review their child's progress. Parents are able to contribute to their child's development records. However, these opportunities are not engaging all parents. It is not clear how effective the systems are in providing information for parents to continue their child's learning at home. Observation, assessment, planning and tracking processes are in place to support children's progress across the seven areas of learning towards the early learning goals. The inspection identifies a few inconsistencies in the implementation of the assessment processes.

The promotion of language development is intrinsic to all aspects of the nursery life. Staff have created communication-friendly areas in the playrooms and outside to support speaking and listening skills. Older children are confident communicators. They are eager to share their ideas and ask questions. Babies and younger children show their enjoyment of rhymes as they immediately start to babble, sound words and move their bodies to rhymes sung by staff. Books are enjoyed by children from an early age. Older children are enthralled listening to the sound track of a familiar story and exuberantly interpret the actions at the appropriate times. Children learn to play cooperatively and work together to plan and implement their play ideas. For example, outside a group of children dig in the soil and together, they fill the tractor trailer with soil before going on an imaginary journey. The children's growing independence is well supported as they are encouraged to 'have a go' to complete tasks themselves, such as dressing appropriately to play outside and in toileting. Staff support younger children's learning through using their senses and provide varied sensory materials for this purpose. For example, children explore the contents of treasure baskets, glitter paint, sand, water and foam. Nurturing children's natural curiosity and giving them opportunities to explore and investigate effectively promotes learning. Babies are attracted to the interactive toys and are guided by staff to push buttons and lift flaps to trigger the sounds and lights. As children progress through the nursery, they continue to develop skills in operating technology equipment. The older children competently control the mouse to follow the computer programme instructions and use the interactive wall board. Children have many opportunities to be creative and

express their own ideas. Their art work is displayed throughout the nursery, which further contributes to their sense of belonging. Outside, children tap the utensils hanging on the wall to create different sounds. Children use recycled items, such as different sized boxes to make models. Numbers and basic calculations are regularly explored and extended through play and daily routines. For example, staff prompt children to consider shape and size as they construct with building blocks. As they play, children demonstrate that they will keep on trying if they encounter difficulties and enjoy their achievements.

The contribution of the early years provision to the well-being of children

The staff team are caring and supportive, which contributes to children feeling safe and secure and forming trusting relationships. This has been enhanced by the successful implementation of the key person system. Children are equipped with firm foundations to develop skills for future learning. Procedures are in place to support children's smooth transitions as they progress through the nursery and on to school.

Staff are positive role models for children's behaviour. They are sensitive and consistent in their approach to managing behaviour. The children are exceptionally well behaved and thoughtful. They are inclusive with each other, showing politeness, friendship and tolerance during activities. They learn to negotiate and to manage their own emotions. Children take responsibility towards their environment as they willingly help staff with tasks, such as preparing for an activity and putting away resources after use.

Staff plan activities to support children's understanding of a healthy lifestyle. Children have the space to be exuberant in their movements and enjoy energetic outdoor play each day. The children under two years have their own outdoor area, where they can move safely and freely. The older children have opportunities to attend swimming lessons in the adjoining facilities. Staff supervise the children while they are given professional instruction in the pool. Activities are planned in the dance studio within the building. This offers increased indoor space for children to be physically active and expressive in their movements. Parents provide the meals for their children. These are appropriately stored and staff have had instruction in food handling to ensure that correct procedures are followed to reduce the risk of food contamination. Staff plan activities to help raise children's understanding of healthy eating.

Positive attitudes towards diversity and difference are promoted to help children to learn to value different aspects of their own and other people's lives. This is achieved through planned activities, discussions and appropriate resources. Members of the community and parents have talked to the children about their role and the things they do in their work. Visitors have included fire fighters and the dentist. Parents talk to the children about an imminent visit to an army base in Afghanistan. The children complete art work to give to the local regiment of soldiers.

The effectiveness of the leadership and management of the early years provision

This is the nursery's first inspection under the new ownership. The registered provider and management team demonstrate a strong commitment to developing practice and striving for improvement. The self-evaluation process, which involves staff and parents, identifies priorities for improvement. Targets and action plans are in place to achieve these goals. Training and regular staff meetings support and reinforce staff's knowledge of the areas of learning and how children learn. For example, training is organised to provide staff with guidance on outdoor learning and supporting boys' preferred styles of learning. The registered providers and management team value working in partnership with other professionals to improve practice and meet children's individual needs. Alterations have been made to the nursery to create a spacious, welcoming and enabling environment for children and further improvements are underway. Parents and carers express their great satisfaction with the provision and the progress their children are making.

Children are safeguarded through staff's good knowledge of child protection issues and of the procedures to follow to protect children from harm. The designated safeguarding officer has attended training to provide leadership in this field. Staff have completed questionnaires to enable management to monitor and audit their knowledge. The company's recruitment procedures ensure that staff are suitable to work with children. Risk assessments are in place and daily safety checks are carried out to minimise hazards to children. Legally required records for children's welfare are accurately maintained.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement

and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445849
Local authority	Wigan
Inspection number	786588
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	101
Number of children on roll	106
Name of provider	St Bede Services Limited
Date of previous inspection	Not applicable
Telephone number	0120461899

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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