

Nature's Nursery

St Phillips House, St Phillips Drive, Royton, Oldham, OL2 6AE

Inspection date	15/10/2012
Previous inspection date	16/03/2009

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Managers and staff do not have a full understanding of how to assess risks to children's safety.
- The systems for monitoring procedures to protect children's welfare are not always effective, and lead to risks not being detected and minimised.
- The nursery does not have an ethos of self-evaluation and self-reflection regarding procedures and individual practice by staff.
- Parents are not always sufficiently informed about the Early Years Foundation Stage and the types of activities that help young children to develop.

It has the following strengths

- Staff are warm and friendly with children, who respond to this by showing attachment to their key persons and making reasonable progress in development.

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 made a tour of the premises, and had an initial meeting with managers to establish a timetable for the day.
- Times were agreed for meetings with managers and key persons and for a joint observation with a follow-up discussion.
- The inspector carried out observations on children and childcare staff throughout the day and examined documentation.
- The inspector also spoke to children to gain information about their learning.

Inspector

Jennifer Kennaugh

Full Report

Information about the setting

Nature's Nursery is one of four settings owned and managed by Nature's Nursery Limited and was registered in 2005. It operates from seven rooms in single storey purpose built premises in Royton near Oldham. The nursery serves the local area. There are two fully enclosed areas available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a

variety of sessions. There are currently 88 children attending who are within the early years age range. The nursery is also able to offer care to children aged over five years.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports a very small number of children with special educational needs and/or disabilities. The nursery employs 16 members of childcare staff. All of these hold appropriate early years qualifications at level 3 or above, with the manager having an Early Years Foundation degree. In addition, the nursery employs a cook, a cleaner and a caretaker. The nursery receives support and guidance from the local authority and is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- have robust procedures for the safe storage of children's medicines where they are not independently accessible by children
- ensure the outdoor fencing is safe and fit for purpose
- develop further the systems for monitoring children's welfare by ensuring staff and managers have a full understanding of how to assess and minimise risks to children's safety.

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

- involve staff in the self-evaluation process and encourage a culture of reflection on practice and procedure as part of the performance management process

Inspection judgements

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

Babies are warmly cared for by staff who are sensitive to their utterances and non-verbal communication, in order to meet their needs. They encourage babies to participate in simple games, such as rolling wheeled toys to staff, who push them back. This forms the early preparation for turn taking in conversation. Staff enthusiastically support and praise babies when they walk and push support toys with wheels, as part of their physical development. They plan activities such as making simple collages by using glue, in order to provide tactile experiences for babies. Activities such as this develop all three prime areas of learning of physical, communication and personal and social development. Very young babies who cannot yet sit are given appropriate toys to help them develop whole

body control and also the capability to focus their eyes. As a result, babies make satisfactory progress in development, and are clearly securely attached to the key personnel in the room, supporting their emotional welfare.

Children aged between one and two years are provided for in an adjacent room to the babies, with a gate in the doorway. Consequently, this enables some flexibility of care for the younger toddlers and walking babies, making it easier to provide for individual needs when children benefit from having some time in each room around transition times. The one to two-year-olds' room is divided into two with a low fence, to allow for a messy play area and a soft carpeted one. Children are encouraged to access activities and toys in both areas so that they receive a balanced educational programme across the day. They enjoy using brushes and fingers to paint, developing early mark making skills and consolidating physical development. Some children show good knowledge of colour names, and staff demonstrate a sound partnership with parents, as they talk about how they have ascertained that some of this knowledge is also due to parents engaging with children's learning at home. Children are confident to express their preferences for colours to the staff supporting them, showing attachment. Staff are sensitive to when children have had enough of an activity and re-direct them gently to alternatives, such as play with water or dolls, to support development through a different experience.

All rooms in the nursery, including the pre-school room, operate a daily routine to help children make links about what will happen next, and develop their critical thinking. Pre-school children take part in daily activities as a group to develop early literacy skills as part of achieving the skills required when transferring to full-time school. They have their own playground with a tarmac surface to ride wheeled toys and there are low benches to accommodate quieter activities. The pre-school children's day is divided between several rooms, with areas for mark making, role play, early mathematical activities and looking at books. There are also areas for sand and water play. As a result, children enjoy a balanced range of activities to help them make suitable progress toward the early learning goals.

Planning is displayed in all rooms to support staff in their interactions with children. It is inclusive and draws on individual children's interests and staff observations in order to give variety to the educational programme, with a balance of child-initiated and adult-led activities. Assessment of progress is currently an area for development, and the manager has very recently begun to implement a new system to make this more precise, in order to inform planning. Observations are recorded with children's next steps in learning, and linked to statements about expected development from 'Development Matters'. Overall, children are making satisfactory progress, and the new system has capacity to show if individual progress is below, above or as expected for a child's age as it becomes established and staff adapt to using it.

Staff provide daily verbal information for parents about their child's care and development, with twice yearly reports for all areas of learning prepared by key personnel. Staff keep parents informed about future activities and provide help, such as words for songs that children are observed to sing at home. There is some use of a 'take-home teddy' with a diary for photographs, drawings and writing, to help parents contribute to children's learning. The nursery offers flexible arrangements based on children's needs and parents'

views in order to settle children into the setting, such as short visits and phased starts. A range of information leaflets are displayed to support children and families, along with information about the Early Years Foundation Stage and what happens in each room in terms of play and activities. However, parents are not always clear in their understanding of the Early Years Foundation Stage and what their children learn from play-based planning due to a lack of pro-active measures to inform them and fill in the gaps in their understanding.

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

The nursery operates a key person system, and staff know their key children's interests, which helps them to support their learning and their emotional welfare. Children are confident with staff and visitors as they have secure attachments with key personnel and frequently seek attention and physical reassurance from their familiar adults. Staff have an understanding of how to develop children's independence with regard to accessing resources, such as when pre-school children collect dustpans and brushes to help clear up. Children are competent at managing their self-care relative to their ages, and staff communicate frequently with parents to share information about this aspect of children's progress. Staff are role models to help children learn appropriate behaviour and manners, such as when they use 'please' and 'thank you' at snack times. Behaviour is good and staff use simple motivators, such as stickers, to reinforce appropriate behaviour or reward success.

Staff deploy themselves to support children's safety and learning, such as making sure that staff are supervising climbing equipment when children are outdoors. Outdoor play is available for at least one session each day, to promote exercise as part of a healthy lifestyle and a wide variety of activities are offered, including play on wheeled toys and equipment for digging. Children grow vegetables as part of their learning about healthy eating and the natural world, and they take them to the cook to prepare for lunch. The nursery has been awarded a National Health Service healthy eating award, as a result of providing healthy snacks and meals. The playrooms are bright, airy and clean with displays to show birthdays and examples of children's artwork. Many resources are accessible to children, to promote independence skills. Older children have independent access to tissues to support learning how to manage their own hygiene.

There are some suitable practical measures to keep children safe, such as radiator covers and procedures to ensure that children are collected by persons with permission from parents in the event of alternative collectors being needed. However, some aspects of providing for children's safety and well-being are not adequate and demonstrate a lack of knowledge and understanding of risk by the staff and managers. These include not maintaining the safety of the outdoor environment and storing children's medicines in child-level storage in the pre-school room from where children whom they are for and others can easily remove them. Additionally, some medicines not prescribed by a doctor were found to be stored without being labelled with children's names. These were accessible to any adult in the one to two-year-olds' playroom, being stored in open baskets on shelves containing individual children's clothes and nappies. These storage arrangements pose a risk to children's health, especially when the medicine is also in glass

containers, which may be broken if incorrectly handled.

The nursery forms partnerships with local schools to enable children to transfer smoothly, by providing information for children's next settings and welcoming staff from local schools to visit children at the nursery to observe them where they are confident. Staff in the pre-school room work with children to develop their self-help skills, such as putting on their coats independently, to help prepare them for school. Permission is sought from parents and carers regarding a range of issues including photographing children, emergency medical care, using general sale paediatric medicines and applying nappy cream, in order to support children's welfare.

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

There are risk assessments for the premises and outings, which minimise some aspects of risk, in order to help protect children. Staff are checked and vetted for suitability to work with young children. They receive in-house safeguarding training in order to manage any concerns they may have about children in their care and can describe the procedures they would follow. Managers receive safeguarding training through externally organised courses in order to train staff. Simple verbal induction is provided for students on placement, to help keep children safe and ensure that students are aware of their role whilst in the nursery. The storage arrangements on the day of the inspection for non-prescribed and prescribed medicines place children at risk, demonstrating a lack of understanding of how to keep children safe by both management and staff. This is a breach of the welfare requirements to ensure that risks to children's safety are identified and assessed. Additionally, some damaged fencing in the outdoor area used by pre-school age children is hazardous due to sharp wooden edges and protruding nail heads, demonstrating that staff have not been vigilant with regard to outdoor checks and assessment of risk. This is a breach of the welfare requirements to ensure that the premises and environment are safe and suitable for purpose.

Monitoring and evaluation of the systems to support children's safety and the suitability of the areas used by them have not worked effectively, placing children at risk. The staff and manager show some understanding of how to meet the safeguarding and welfare requirements of the revised Early Years Foundation Stage and have taken steps, such as introducing policy on the use of mobile telephones, and cameras in the setting. Policies also provide instructions for staff using social networking sites in order to maintain confidentiality. Policies to support children's welfare are reviewed, to ensure that they comply with current legislation and a large number of risk assessments have been put in place since the last inspection.

Appropriate ratios of staff are maintained to meet statutory requirements in all areas and most of the 16 childcare staff hold local authority approved qualifications in paediatric first aid, in order to deal with emergencies. The nursery has met the previous action to ensure it has permission from parents to seek emergency medical help for children. However, it has not fully met the action to carry out and review risk assessments to the premises and environment at least once a year, because hazards regarding medicine storage and

outdoor fencing have not been identified and assessed as risks to be resolved before the inspection. The nursery maintains a complaints record, register, medicine administration record and accident record in accordance with statutory requirements to support safety in the nursery. Information about how to contact Ofsted is displayed so that parents are able to give their views or report any complaints not resolved to their satisfaction by the nursery.

The manager has begun to implement systems to monitor the educational programmes and the recording of assessment but this is in a very early stage due to the ongoing changeover to a more detailed system for recording children's progress. The manager and room leaders monitor key person planning and recording regularly, and provide guidance for any staff who need support in this respect. The educational programmes provided are balanced and varied, with individual children's interests taken into account in order to inform inclusive planning. The manager's recent completion of an early years foundation degree has helped her to identify the planning and assessment systems as areas where practice can be improved, in order to bring about more precise planning for children's individual development. However, she has not identified areas of practice in the setting that put children's well-being at risk, such as the medicine storage arrangements in place on the day of inspection.

Self-evaluation is recorded using the Ofsted self-evaluation form and the nursery seeks the views of staff, parents and children to inform the self-evaluation process, however, the self-evaluation input from staff is shown to be largely concerned with the environment rather than reflection on their own practice or the setting's procedures and systems. This limits the extent for a culture of reflective practice to be established which could improve children's welfare and learning. The manager is aware of the need to ensure that all staff are performing their responsibilities in a professional manner and that records are kept of performance management or disciplinary meetings.

The nursery has satisfactory systems in place for transitions between rooms for children and seeks suitable information from parents prior to children joining the setting to support their welfare and learning. Appropriate systems are established to exchange information regularly with parents, including how to become involved in children's learning. The nursery has suitable links with local schools, who come to observe children who will be transferring to reception classes, in order to support continuity of care and education. The nursery forms partnerships with other professionals in order to improve children's learning and care, including those from the local authority.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified for the Early Years Register (Suitability and safety of premises and equipment)
- take action as specified in the compulsory part of the Childcare Register.

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	EY315650
Local authority	Oldham
Inspection number	820459
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	88
Name of provider	Natures Nursery (Royton) Ltd.
Date of previous inspection	16/03/2009
Telephone number	0161 628 6300

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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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