

Your Nursery Limited

Saint Vincent's School House, Greenside Street, Openshaw, Manchester, M11 2EX

Inspection date	04/01/2013
Previous inspection date	10/08/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 staff team know children well and confidently describe children's individual likes, dislikes and interests. As a result, children are provided with a broad range of learning experiences across all areas of learning.
- Tracking systems show children make good progress in their communication and language skills, physical and personal, social and emotional development, particularly those children with English as an additional language.
- The learning environment is well resourced and planned for with good quality equipment which offers children interest and challenge.
- Times of transition, as children are admitted or move from room to room, are handled sensitively to ensure children continue to feel safe and secure.

It is not yet outstanding because

- The staff are not yet fully confident in the delivery of the revised observation, assessment and planning systems.
- There is scope for parents to be more fully involved in their child's learning and on-going assessment.

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 each of the children's rooms.
- The inspector spoke to children's key persons, room leaders, the manager and deputy manager.
The inspector looked at a range of documentation, including risk assessments, behaviour management and safeguarding policies and procedures, evidence of performance management of staff and vetting procedures, and children's learning journeys.
- The inspector spoke with parents and carers.

Inspector
Susan Heap

Full Report

Information about the setting

Your Nursery Limited was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a converted school building in the Openshaw area of Manchester. The nursery serves the local area and is accessible to all children. It operates from two ground

floor rooms and there is a fully enclosed area available for outdoor play.

A maximum of 78 children under eight years may attend the setting at any one time. There are currently 109 children attending who are within the early years age group. The nursery opens from Monday to Friday, from 7am until 6pm, all year round. The out of school provision operates from 7am to 9am and 3pm to 6pm during term time. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who have English as an additional language.

The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. Two members of staff have foundation degrees in Early Years and Childhood Studies and one member of staff has a level 6 qualification.

What the setting needs to do to improve further

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

- develop the monitoring systems to ensure that the quality of teaching and the implementation of the new observation and assessment system is monitored and information is used to shape professional development
- develop the existing 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

The staff have a good knowledge and understanding of children's development. As a result, they know their key children extremely well and, using the information from the children's observations, plan activities and experiences to meet each child's individual development needs. These include activities to extend their learning by following their interests or focused activities if there is an identified gap. New observation, assessment and planning systems have recently been introduced to meet the learning and development requirements of the revised Early Years Foundation Stage. The majority of staff are confident in how to implement these new systems. However, monitoring systems to ensure their successful delivery and improve the quality of teaching and learning are yet to be fully embedded into practice. Staff working in the over two's room are fully aware of the two-year-old assessment and have already completed these. They are in the

process of planning meetings with parents to discuss these and seek parents' views about their child's learning and development.

Deployment of staff and resources is effective as good use is made of time and space, enabling children to be purposefully engaged in a broad range of activities that support their learning. For example, older children have opportunities to visit the sensory room when this is not in use by younger children. A high ratio of staff ensures children are continuously supported and their spontaneous play is encouraged. Children are within the development bands for their age group across all areas of learning and are supported very well through individual planned activities. This is particularly beneficial for children who have identified learning and development needs or English as an additional language. Staff show a good level of commitment to narrowing the gap for such children and ensure they progress well given their starting points and capabilities. This is particularly evident in children's progress in their communication and language skills, physical and personal, social and emotional development. Children show great interest in technology and how things work. For example, preschool children competently use the computer and follow simple educational games. They correctly name a tablet computer and know it is not a laptop computer. They show great skill and dexterity as they move the images on the screen with their fingers and press the keyboard.

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

The learning environment is organised in each of the children's rooms to enable children to move safely and provides good quality learning opportunities and resources which enable children to become independent, play and explore. All resources are placed at low-level in the under two's room, and activities are planned to take place on the floor or on low tables. This enables the youngest children to independently crawl, explore and help themselves to equipment. They show interest in themselves as they look at their reflection in low-level mirrors, and staff support them by talking to them about what they can see. There is a strong focus in both children's rooms on them accessing a variety of sensory experiences, such as, treasure baskets, sand, water and paint. Older children explore the texture and properties of broken biscuits and flour, then become active learners as they choose other tools, such as straws, to extend their experiences. Younger children enjoy patting flour in their hands or moving animals in it to make patterns.

Babies and young children are making good progress in their learning and development. The effective key person system and the warm interaction between staff and the children ensure that all children form positive and trusting relationships with the staff. For example, staff are sensitive to the needs of children who are upset after long periods of non-attendance, offering reassurance and cuddles and shorter sessions to help them feel safe and secure and to develop their confidence and self-esteem. Younger children are supported as they play in the ball pool while older children enthusiastically join in parachute games. Another source of fun and enjoyment is the weekly 'Stretch and Grow' activity. They learn about the importance exercise and the effect it has on their bodies. Children have frequent opportunities to enjoy fresh air and exercise in the outdoor play

areas. Children access a variety of physical play equipment which includes slides and wheeled toys. They can run freely and explore the environment. Therefore, children develop their physical skills and their well-being is supported

Children's transitions within the nursery are good. For example, during times of transition as children move from room to room, children embark on short 'taster' sessions with their key worker and parent. Detailed information is gathered from parents from the start which ensures staff know children well and are attentive to their individual needs. Consequently, children are happy, settled and confident to explore and experiment. Comprehensive information is available for children who also attend other providers should the need arise.

Lunch and snack time routines are well-established where children sit with their key person or another adult. All children benefit from the nursery's strong commitment to healthy eating and partnership with parents, for example, during weaning onto solid food, promoting the introduction of water to drink and working together on toilet training. This ensures a consistent approach to children's health, care and well-being. All children show good levels of knowledge and understanding of their own needs and develop strong independence skills. For example, older children learn about portion control as they serve themselves at lunch time or pour and carry their own water from the water fountain. Children learn to use equipment safely as they use resources with care, such as balancing equipment, and help to tidy away toys after use.

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

Children are safeguarded by a staff team who have a good understanding of safeguarding and keep up-to-date with their knowledge via in-house training. There is a clear line of management for the reporting of concerns and a good understanding of appropriate support networks, such as referring children who may need additional support to other professional services. As a result, the nursery has strong links with social workers, speech and language therapists and educational psychologists. Robust systems are in place to ensure the ongoing suitability of staff and students; this includes appropriate health and vetting checks, peer observations and appraisals. Staff take responsibility for ensuring the premises, both indoors and outdoors, are safe. This ensures that children continue to be cared for in a good quality, safe environment.

The management team demonstrate a strong level of commitment to staff training to ensure they are confident, capable and are able to develop their professional skills. This is achieved through staff meetings, in-house and external training, and mentoring and role modeling by senior staff. Several members of staff have completed their level 3 childcare training within the nursery and two have completed their Foundation degree in Early Childhood Studies. The management team has a secure understanding of their responsibilities in meeting the welfare and learning and development requirements of the Early Years Foundation Stage. Through reflecting on their practice and self-evaluation, new observation, planning and assessment systems and monitoring and tracking systems

for children of different age groups, gender and those with English as an additional language have been introduced. Plans for the future are realistic and well-targeted to drive further improvement. Recommendations from the last inspection have been completed successfully and have had a positive impact on children's knowledge of the local and wider community. For example, children now access local shops and the nursery is building up resource packs which represent different cultural festivals and activities.

The nursery is flexible in meeting the needs of working parents and offers a variety of sessions throughout the week, including term time only placements for those children who are in receipt of nursery education funding. Partnership with parents and external agencies are effective in helping identify and support children's individual needs. Staff in each of the rooms encourage parents to share information about activities they do at home with their children, and note down any children's interests they have noticed. For example, parents share information with their child's key person about how they are teaching children to form letters of their name. Staff keep parents up-to-date on their children's progress and interests verbally on a daily basis. Parents comment very positively about the staff team, and how they feel confident that their children are safe, well cared for and developing well.

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	EY415702
Local authority	Manchester
Inspection number	895818
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	78
Number of children on roll	109
Name of provider	Your Nursery Ltd
Date of previous inspection	10/08/2011
Telephone number	0161 220 7662

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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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