

# Corner House Nursery

Cross Street, Lees, Oldham, OL4 3BT

## Inspection date

Previous inspection date

14/02/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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	2
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children enjoy their time in the nursery environment which is welcoming and provides interesting and stimulating activities. This enables them to build on their interests and develop their confidence to explore and learn in safe, yet challenging spaces.
- Practitioners understand their role and responsibility with regard to safeguarding children. Policies and procedures are implemented well and shared with parents, further promoting children's safety.
- The key person system is well established. Practitioners are loving, sensitive and attentive to children's individual needs and know them well. As a result, children feel very safe and secure and are happy.
- Practitioners work well with parents ensuring that consistency of care is maintained.

### It is not yet good because

- Current assessment systems are not fully embedded to ensure they are precise and consistent and clearly identify children's next steps in learning and their progress.
- Systems to monitor the progress different groups of children make are not yet fully established.
- Access to the outdoor area to provide children with more exciting choices to play and enable them to learn in different ways and on different scales have not yet been fully embraced.

## 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 compulsory part 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 baby room, toddler room and the outside play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.  
The inspector met with the manager of the provision and checked evidence of suitability and qualifications of practitioners working with the children. The provider's self-evaluation form was also viewed along with safeguarding procedures and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day and from information gathered in parental questionnaires.

## Inspector

Marina Anna Howarth

## Full Report

### Information about the setting

Corner House Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It operates from a single story building in the

Lees area on the outskirts of Oldham, and is managed by a private company. The nursery serves the local area and is accessible to all children. Children have access to three playrooms and there is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff, including the manager. All of whom hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday 51 weeks of the year, with the exception of bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 24 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children and receives support from the local authority.

### **What the setting needs to do to improve further**

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

- develop current assessments to monitor children's progress across all areas of learning and use this information to clearly identify the next steps in learning and development needs.

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

- develop current systems for monitoring progress in relation to different groups of children in order to track any group falling behind their peers or below their expected development bands
- review and further develop opportunities to provide more exciting choices for children outdoors, so that they can learn in different ways and on different scales than when indoors.

### **Inspection judgements**

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

All practitioners demonstrate a good understanding of how to engage and capture children's interests. Detailed information gathered from parents during the induction period, provides a secure base line for practitioners to identify children's starting points and meet their individual needs. Daily discussions with parents enables them to build on their home based knowledge and experiences and provide personalised planning that is meaningful to each individual child. For example, children enjoy bringing books from home to share their favourite stories, which are used as discussions during small group times

and incorporated into activities.

Practitioners assess children's progress in their development. They conduct regular observations enabling them to identify what children can do and use the information gathered to reflect children's interests and support them in making further progress. However, this is not consistently rigorous as the monitoring process is not yet fully embedded. This occasionally results in the next steps in learning not being clearly defined. As a result, learning experiences are not clearly matched to children's needs. All children are making progress, however, current monitoring of different groups of children is still in its infancy and yet to be fully used and developed. As a result, there is currently limited evidence to illustrate how any group falling behind their peers or below their expected achievements will be identified.

Teaching methods are strong. Practitioners are skilful in using adult-led and child-initiated activities appropriately to question and challenge children's thinking. For example, during a group activity children are encouraged to observe and describe changes to corn flour, before and after adding water and colour. They identify that it feels 'cold and soft' and 'looks like snow because it is white'. After adding water, they observe it is 'wet, slimy and runny'. They observe how it dries on their hands, becoming soft again. When a colour is introduced, they eagerly mix the contents round and observe it is now 'yellow like a chick'.

Children have access to a stimulating environment. They make independent choices and are provided with opportunities to instigate their own play. For example, they happily engage in role play in the home corner, preparing meals and drinks, involving practitioners and their peers. While all children benefit from daily opportunities to play outside, the presentation of the outside learning environment across the provision, and opportunities for children to spend more time learning outdoors, are not as well embedded as opportunities for indoor learning. As a result, those children whose preference is for outdoor learning have less opportunity to extend their skills in this area. However, when outdoors, practitioners skilfully support children's self-chosen play. For example, responding to children's enthusiasm in the snow, through introducing additional resources, such as bowls to make snow bricks and materials to create features on their snowman.

Interaction between practitioners and children is especially strong and highlighted by the children's reactions and the enjoyment they display. Babies are gently encouraged to explore their environment. A variety of toys, soft play and natural materials are located around the room to promote crawling, rolling and climbing. They are encouraged to use their senses when exploring different textures, such as water, sand and snow. As a result, children are engaged and interested in their play.

Partnerships are developing with the local schools and sensitive support provided by practitioners ensures that children will be prepared for their transition into school. For example, enabling teachers to visit the nursery to observe children in a familiar environment prior to transition to school.

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

Children are welcomed into a stimulating, nurturing environment which supports their well-being and development. Low level storage units contain a wide selection of good quality toys and resources, which are attractively displayed and labelled and easily accessible. As a result, children of all ages enjoy exploring their surroundings and making independent choices. They demonstrate high levels of curiosity and express themselves creatively. For example, young infants enjoy squeezing sponges with their hands and using wooden spoons to scoop up snow. Older children engage in role play activities in the home corner, as they prepare meals and drinks for their peers and practitioners.

All children show a strong sense of belonging within the nursery. They are greeted warmly on arrival by friendly attentive practitioners. An established key person system ensures that all children form secure emotional attachments. Effective settling in procedures and close liaison with parents ensure that every child's care is tailored to meet their individual needs. A key person is assigned during the induction period, providing every child and family with the opportunity to have a 'special' relationship with one practitioner. This provides parents with a familiar person with whom they can discuss their child's care. As a result consistency of care is maintained and newly settled children receive reassurance and comfort, developing their confidence and future skills for learning.

All practitioners are attentive to children's individual needs and close bonds are evident as they clearly enjoy cuddles and individual attention. Practitioners act as positive role models and treat children with respect and sensitivity. Children engage in a variety of activities and access resources that reflect diversity and explore feelings. As a result, even the youngest of children show care and concern towards each other and learn to respect each other's differences. Children are sensitively supported during the induction process and transitions are based on what each child can do. Younger children and older children are provided with regular opportunities throughout the day to play together in different rooms. As a result, all children are familiar and confident with their surroundings and enjoy the companionship and stimulation of being together. This also results in every practitioner and child developing relationships, providing familiarity and children being confident learners.

Older children are encouraged to be independent as they are provided with opportunities to prepare their own snacks. Young infants are encouraged and gently supported to feed themselves during meal times and progress from using feeder cups to cups with no lids. Healthy meals and snacks along with daily opportunities to play outside, develops children's understanding of healthy lifestyles. Children learn about managing risks and staying safe through a variety of experiences. They participate in regular drills enabling them to become familiar with the routine to follow and develop their awareness of fire safety. Older children are encouraged to be aware of the safety of young infants and babies when playing together, such as being gentle and kind and ensuring toys are not left on the floor which may cause falls.

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

Although the nursery is in the early stages of opening, practitioners have started to reflect on their practice and are beginning to monitor the activities offered and the impact on children's learning. Questionnaires have recently been introduced to incorporate the views of parents and further ideas are being explored to incorporate the views of children. The manager is aware of the importance of monitoring and evaluating the development of planning and assessment to ensure that all practitioners have an accurate understanding of children's skills, abilities and progress over time. However, the impact of monitoring is yet to be fully established. The drive for improvement is supported by a clear action plan which clearly identifies priorities to develop all areas of practice. For example, due to the high volume of pushchairs, a designated outdoor shelter is being built for storage. This will ensure that they are protected during bad weather and made easily accessible to parents. Robust recruitment, induction and performance management ensure that practitioner's strengths are valued and recognised and relevant support implemented, where weaknesses arise.

All practitioners have a secure knowledge and understanding of how to protect children in their care. They have all attended recent safeguarding training, ensuring that they are well aware of the relevant procedures to follow, in event of any child protection concerns arising. Practitioners are committed to providing an environment that is welcoming, safe and stimulating where children enjoy their learning and develop their confidence. Every child is fully included and receives a happy and enjoyable experience that secures their future learning. Practitioners carefully assess possible risks and take effective steps to prevent accidents and the risk of cross infection. For example, daily checks of resources and the premises are conducted and cleanliness is maintained, along with the exclusion of children who have an infectious illness.

Practitioners demonstrate a commitment to partnership working with parents and external agencies. Daily verbal communication, along with written information sheets, ensures that parents are kept fully informed of their child's time at the nursery. This is further supported through the attractive presentation of photographs illustrating children involved in a variety of activities. Parents are actively encouraged to share their observations of what their children do at home and experiences are incorporated into daily planning. Plans have been identified to invite parents to regular meetings with their children's key person, to enable them to be fully included in setting children's individual targets and help them to understand how to support their children's learning at home. Partnerships are developing with local early years provisions and teachers of local schools to enable practitioners to support the transition process into school and share good practice.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY448406
<b>Local authority</b>	Oldham
<b>Inspection number</b>	880910

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 0
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Cornerhouse Day Nursery
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0

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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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