

Barton Moss Children's Centre Nursery

Barton Moss C of E Primary School, Trippier Road, Eccles, Manchester, M30 7PT

Inspection date	15/02/2013
Previous inspection date	14/12/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- All children make rapid progress in their learning and development because they access a rich, varied and imaginative range of activities that are tailored to their individual needs.
- Children with additional needs receive excellent support in making progress based on their starting points because staff have established excellent partnerships with a wide range of professionals.
- There is a very strong focus on supporting children's early communication and language skills which helps them become independent and provides a firm foundation for their future learning.
- Children develop secure relationships with key members of staff. This helps them settle quickly and provides a secure base from which to explore the stimulating nursery environment.
- Meticulous self-evaluation is highly effective in finding innovative ways to achieve and maintain outstanding practice.
- The management team and staff share an ambition and drive to provide children with the best start in life.

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.

Inspection activities

- The inspector observed activities in the three play rooms, school hall and the outside learning environment.
- The inspector completed a joint observation with the manager of the provision in the school hall with the pre-school children.
- The inspector held meetings with the manager of the provision and spoke with children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.

Inspector

Heather Morgan

Full Report

Information about the setting

Barton Moss Children's Centre Nursery was registered in 2009 on the Early Years Register. It is situated in the grounds of Barton Moss Primary School in Eccles and is managed by Salford City Council. The nursery serves the local area and is accessible to all children. Three main play areas provide base rooms for the children and there is a fully enclosed area available for outdoor play. Children also have access to the school hall, sensory room and outdoor play areas. The nursery employs 11 members of child care staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, and one holds a level 2 qualification. The manager is educated to degree level. The nursery opens from 8am to 5pm on Mondays and from 8am to 6pm on Tuesdays to Fridays, all year round with the exception of public holidays and a week over the Christmas period. Children attend for a variety of sessions. There are currently 40 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance the already good opportunities for children to express themselves through dance.

Inspection judgements

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

Children make rapid progress in their learning and development, based on their individual starting points, because staff are highly skilled in engaging, motivating and encouraging children to think critically. They offer rich, varied and imaginative experiences for children. This demonstrates a clear understanding of the Early Years Foundation Stage and how to support children's learning. They make links between the children's experiences to sustain their interest and help them make connections in their learning. For example, following a visit from the fire service children are able to use imaginative play resources to re-enact

the experiences they have learned about. Children work together to respond to imagined emergencies as they use crates to build fire appliances and lengths of hose to extinguish imaginary flames.

Staff are highly skilled at observing and evaluating children's learning. This results in meticulous assessment of their progress and enables them to specifically tailor the learning experiences offered to the individual needs of each of the children. They have very high expectations of the children and skilfully encourage their independence and exploratory play. For example, babies and young children can easily access a wide range of stage appropriate equipment. They are supported and praised as they make new discoveries, such as recognising their face in a mirror or working out how to insert wooden discs into a frame to make them roll down a track.

There is a very strong focus on developing children's communication and language skills. Staff and children engage in lively conversation throughout the day and younger children particularly enjoy singing and spending time with their familiar carers. Very good attention is paid to supporting children who are learning English as an additional language. Staff learn key words in children's home language and also use pictorial clues to aid communication. Parents comment that their children quickly extend their English vocabulary. Staff also ensure that children's home languages are valued and reflected within the nursery using books and recorded songs. Lively and informative displays help parents understand the importance of singing and talking to their children from an early age to promote their communication and language development.

Excellent support is given to children with additional needs, and their families. Close observation and sensitive discussion with parents is used to make early identification of children who would benefit from additional support. The nursery team have strong links with a wide range of other professionals who support them in ensuring that each child receives the additional help required to promote their learning and secure their future development.

Each child is supported by a key person on the staff team. This ensures that secure relationships are established with children and their families and forges very strong links between learning at home and at the nursery. Parents are extremely well engaged in their children's learning and highly value the opportunities they have to discuss their children's progress with staff and agree their next steps for learning. Consequently, children make excellent progress in their learning and are supported effectively in making a smooth transition to school.

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

Children settle very well at the nursery because staff are acutely aware of the need to support them in making close relationships with a key person. Excellent settling-in procedures provide staff with opportunities to get to know the children and their families well. Consequently, when children first start at the nursery staff are already familiar with the children's individual care routines, their likes, dislikes and stage of development and

this is particularly valuable for the youngest children attending. Children are able to quickly begin exploring the inviting and stimulating environment from the secure base of their familiar carer.

Staff provide excellent role models for the children and regularly praise and reward their very good behaviour. As children grow and develop they become interested in one another and form very good relationships with their friends at nursery. This enables them to extend their learning as they share experiences with one another. For example, children excitedly encourage one another to use torches to explore the dark den and to feel the 'seaweed' in the water tray.

Children are sensitively supported in developing their independence. Staff are highly skilled at observing children as they attempt to complete tasks for themselves. This enables them to offer assistance at the optimum time to prevent children becoming frustrated or disinterested in their activities. Children are also effectively encouraged to begin managing risks for themselves. For example, as they run around the room pretending to be fire fighters they are encouraged to consider the hazards around them. This results in them moving toys they might trip over and eventually they decide that it would be better to play outdoors where there is more space for them to run around.

Children learn to take responsibility for aspects of their own personal care. For example, they are familiar with the routine of washing their hands before meals. Staff work closely with parents to support children in weaning, tasting new foods and toilet training. Parents comment on how well their children eat at school as they enjoy the wide range of freshly prepared meals and snacks. Children also enjoying tasting food from around the world as they explore the different cultures and traditions of a diverse society. For example, older children recently enjoyed having their lunch in a restaurant in China Town as part of their Chinese New Year celebrations.

Children greatly benefit from being cared for in a bright, welcoming environment that is extremely well resourced with equipment that offers them rich and varied learning experiences. They can choose freely between the indoor and outdoor play environments. They learn about the importance of taking regular exercise and understand the need to put on appropriate clothing to keep them comfortable outdoors. For example, they put on 'wellies' and waterproof clothing before going outside. Staff make excellent use of the adjacent school facilities to further enhance children's learning experiences. For example, as children get more skilled and confident they are able to access challenging climbing equipment in the school grounds. Excellent communication and robust settling in procedures ensure that children are exceptionally well supported as they make the transition to, through and beyond nursery.

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

The manager is inspirational in her pursuit of excellence. She is supported very well by a team of experienced and skilled practitioners who share her ambition to achieve and

maintain the highest quality provision for young children. There is a strong focus on effective communication between the management team, staff and parents which provides excellent continuity of care and learning for all children. The manager is an exemplary role model and effectively shares her experience and excellent practice to nurture and develop the staff team. For example, she supports them in communicating effectively with parents, in completing progress records and in liaising with neighbouring schools to ensure a smooth transition for children when they leave the nursery.

The manager implements very effective monitoring of the educational curriculum and levels of care to enable her to pinpoint where further improvements can be made. For example, she is currently planning ways to offer children more opportunities to express themselves through dance. There are high expectations of the staff. Robust recruitment and induction procedures ensure that staff are suitable to work with children and capable of meeting the high expectations. They are well motivated and enthusiastically access opportunities for training and development in order to achieve and maintain outstanding practice. Regular staff meetings provide invaluable opportunities for staff to discuss and share their excellent practice. The manager routinely observes and monitors practice so that she is able to provide precise feedback. This ensures that excellent practice is recognised and valued.

Safeguarding is given the utmost priority. The premises are very secure and staff are vigilant in maintaining a safe play environment for the children. All staff access training to keep their knowledge and understanding of how to keep children safe up-to-date. They are very familiar with the nursery's policies and procedures, which gives them the confidence to take appropriate action in the event of any concerns.

Thorough, critical and reflective self-evaluation is highly successful in identifying what the nursery does well and in identifying ways to further enhance their practice. The staff team value highly the input of parents and other professionals when reviewing their provision. Consequently, plans for improvement accurately target ways of improving outcomes for children and all children are very effectively supported in achieving their full potential. The nursery identifies innovative ways to continually build on their excellent practice. For example, they are currently exploring ways to work with the adjacent school to provide opportunities for children to extend their exploratory play through Forest School sessions.

The manager closely scrutinises children's assessment records to ensure that all children benefit from the activities on offer. This enables the staff team to extend and challenge more able children whilst they also provide the essential support required for those with additional needs. Excellent partnership working with parents and a wide range of other professionals ensures that staff provide all children with the very best start in life. This provides firm foundations for their future learning and development.

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	EY375536
Local authority	Salford
Inspection number	821378
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5

Total number of places	40
Number of children on roll	40
Name of provider	Salford City Council
Date of previous inspection	14/12/2009
Telephone number	0161 7780065

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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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