

# Swan Meadow Private Day Nursery

Church Street, Delph, Oldham, OL3 5DR

<b>Inspection date</b>	01/03/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	Not Applicable
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

- Self-evaluation is ongoing and highly effective. It is regularly reviewed and new targets are developed in order to improve the already high quality of the setting. These are heavily influenced by staff, parents and children's input.
- Transitional arrangements to support children moving through rooms and onto school ensure consistency and smoothness, through comprehensive information about the child's learning, development and interests being shared.
- Physical development, exploration and challenge has a strong focus within the nursery to expand on learning due to the superb outdoor nature trail that is available for all children to access.
- All children are making rapid progress in their learning given their starting points. Children's comprehensive developmental records are started prior to the first day of attendance with input from parents.
- A highly skilled staff team are led by inspirational managers to ensure all children are offered excellent quality and opportunities for learning. The management team effectively monitor the provision and support staff to ensure the very best outcomes for children learning.
- Parental partnerships are at the heart of the nursery and they strive to involve parents and the wider community in nursery life and with their child's learning and development. Partnerships with schools ensure transitions are extremely well

supported.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spent time observing activities in the four play rooms, the sensory room and in both outdoor play areas.
- Children's learning journey records were viewed, which included observations, parental input, photographs and transitional details.
- The inspector held meeting with the providers, deputy manager and the special educational needs coordinator at planned times during the inspection.
- Parent views were gathered during the course of the inspection and the inspector spoke to staff at appropriate times during the day.
- Documentation, including registers, policies and procedures and self-evaluation was viewed and discussed during the inspection. The self-evaluation was also viewed and discussed.

## Inspector

Shelley O'Brien

## Full Report

### Information about the setting

Swan Meadow Private Day Nursery Limited was registered in 2003 and re-registered as a limited company in 2012. It operates from converted cottages in the Church Street area of Delph in Oldham. The nursery is owned and managed by a private limited company and it serves the local and surrounding areas. The nursery is accessible to all children and there are two enclosed areas available for outdoor play. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. It supports children with special needs and/or disabilities and children who speak English as an additional language. The nursery employs 29 members of childcare staff. Of these, one is an Early Years Professional, two hold Qualified Teacher Status, one member of staff holds an appropriate early years qualification at level 4 and 20 hold appropriate early years qualification at level 3. The remaining four staff are apprentices or unqualified. The nursery is a member of the National Day Nursery Association. It receives support from the local authority and acts as a mentor for other Early Years providers.

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

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

- continue to develop the outdoor play area at the front of the nursery to further enhance the already excellent opportunities for children's learning.

### Inspection judgements

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

Staff have an excellent knowledge of how children learn and use the guidance for Development Matters in the Early Years Foundation Stage document to support children's learning. Their excellent understanding of the individual needs, abilities and interests of the children they care for is used to provide rich, varied and imaginative experiences. Therefore, children are extremely engaged in their play and are supported by highly skilled staff that challenge and extend their learning throughout the day. Staff build successful relationships with parents and observe children closely as they settle. This enables them to gather a whole picture of children's skills, abilities and interests when they begin at nursery. Robust systems are then in place to continue to observe and monitor children's progress towards the early learning goals. Staff plan achievable, yet challenging next steps for children's learning and work together to support children in reaching these, which is supported by parents and carers. Assessments are precise and robust and ensure that gaps in learning are quickly identified and that additional support is sought when needed.

Therefore, all children make rapid progress in their learning and development from their individual starting points and gain the key skills they need for the next steps in their learning.

Staff are highly skilled at promoting children's communication and language skills. Therefore, children quickly become exceedingly confident and capable in communicating their needs, likes and ideas to staff and each other. For example, children ask questions about activities and staff respond honestly and appropriately. Older children spend a short time on a daily basis engaging in large group activities to promote their listening skills and cooperation. For example, the children all sit together to hear the register being called before participating in singing time where they can make suggestions of songs and rhymes. Children benefit from being in an environment rich in print where a variety of books, magazines, labels and writing materials are attractively presented in various areas of the room. Interests are also linked to encourage involvement, such as pots of writing resources decorated with superheroes. This encourages children to practise and develop their writing skills for a variety of purposes. Attractive displays show examples of this work and demonstrate their rapidly developing literacy skills.

Each child's key person is knowledgeable about their key children and in particular children with additional needs. This enables them to ensure their specific needs are fully met so that they are included in the life of the nursery. For example, staff use sign language as they read a book and this helps children to participate in the story while developing their communication skills. In addition, children's needs are identified at an early stage and support, including that from professionals who visit the nursery, is tailored to their requirements. This ensures that they make the same very good progress as others.

In the baby and toddler room, staff are attentive and caring while allowing children to become independent. They are aware of the children's individual needs and expertly tend to them. For example, new children are given time to discover their surroundings while staff are close at hand to offer cuddles and reassurance should they need it. Babies explore sound and vibration by investigating musical instruments. Staff extend their learning by counting and talking about what they are doing to support babies' language skills. Older children learn about mathematics through an excellent range of resources, such as items used for sand and water play. This helps children to learn about volume, number and texture.

Children have wide and joyful experiences while developing their skills through expressive arts and design. Older children confidently use equipment, such as the smart board and computers to create artwork and help to develop daily interest plans to display. For example, the pre-school children created lists of what they wanted to do to find out about St David's Day. This included painting pictures of daffodils, making a Welsh dragon outside and looking at the Welsh flag. As a result, children take ownership of their play and learning while supported by an expert staff team. The use of the sensory room ensures all children have opportunities to experience the wonderful range of resources available. They take part physical play, quiet play and focused activities, where children are able to take risks in their play while being safe.

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

Children are extremely happy and settled in the warm and welcoming environment. They show an exceptionally strong sense of security and belonging within the setting. Children benefit from a highly effective key person system and extended visits prior to starting at the setting enable staff to talk at length with parents about their child. Transition procedures between rooms are also highly successful. Children visit the next room they will be moving to while staff receive a summary of learning and development to ensure provision is continuous and consistent. Consequently, children feel confident as they change rooms and this helps them to build close relationships. Staff are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. The relationship between the key person, the children and their parents is highly effective in ensuring outstanding outcomes for children children's learning. Babies are confident to explore their surroundings safe in the knowledge they have the support of nurturing staff and feel secure. They form close attachments to the staff and enjoy cuddles with them as they listen to rhymes.

Children are extremely well-nourished. They readily drink water, enjoy healthy snacks of fresh fruit and eat well-balanced and nutritious meals. Food is locally sourced and prepared freshly every day on the premises. Therefore, this helps children to establish healthy eating habits. Children happily sit in small key person groups at meal times and they chat happily with their friends and staff, which successfully promotes their conversational skills. Babies demonstrate independent self-care skills, as staff encourage them to feed themselves. Staff respect children's individual care needs and routines very well. Older children's self-help skills are well developed as they serve their own lunch and help their peers. They access the bathroom and wash their hands independently before meals and after messy play activities, they use hand wash and paper towels whilst talking about germs. All children benefit from fresh air daily as they have an abundance of opportunities to enjoy the outdoor environment in all weathers. A fabulous outdoor nature trail is built vertically into the natural undergrowth at the rear garden of the nursery. This means children have excellent opportunities to explore and practice their physical skills in an exciting and stimulating environment. Staff are fully aware of their responsibilities in keeping children safe and are vigilant, while allowing them to have sufficient risk in their play to promote challenge. For example, the large nature trail offers ample opportunity for the children to stretch their abilities and take risks.

Children are developing high levels of self-esteem because staff are attentive and value their contributions. Staff act as good role models so that children learn about sharing and turn-taking and staff skilfully help them share popular resources. Children learn about respect and consideration for others and enjoy participating in fundraising activities. For example, children plant daffodils to sell to raise money for charity. Children's gain a good understanding of their own and others' cultures, beliefs and lifestyles. An extensive range of toys, resources and books that reflect positive images of the diverse society are in place to support children's learning of the wider world.

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

The inspiring and effective leadership of the nursery team promotes a highly inclusive environment, where adults and children feel valued and respected. Children's care, welfare and learning are significantly enhanced by the highly effective way in which the setting is led and managed. Comprehensive systems throughout the nursery safeguard and promote children's welfare and all staff are trained very effectively to recognise any child who may be at risk of harm and take the appropriate action. Children's safety and security is a high priority with staff undertaking regular risk assessments and rigorous daily checks of the indoor and outdoor environments. This ensures that children can play in safe and secure premises. Robust recruitment and vetting procedures help to ensure that all staff are suitable to work with children. All staff undergo an induction programme and their progress is monitored by senior staff through ongoing supervision meetings and more formally with an annual review.

The manager sets very high standards and staff are fully committed to achieving standards of excellence in all areas. This is demonstrated by the support given to all staff to continue further with their professional development, which has led to a highly qualified and skilled team. As a consequence, the staff feel motivated and valued, and demonstrate high levels of enthusiasm to provide highly effective learning experiences for children. Although the nursery has recently re-registered, the whole staff team have worked together for some time. Managers regularly evaluate practice and systems have been introduced for staff to engage in peer observations to further enhance teaching opportunities. This informs staff appraisals to ensure continued improvement to working practice. Self-evaluation shows rigorous monitoring of the effectiveness of the setting and feedback from parents and staff help to drive further improvement. Priorities for future development are precise and well-targeted and ongoing in a desire to maintain the highest standards. Targets for continued improvement, that have been suggested by the children, show the plans to develop the outdoor play area at the front of the nursery to include all weather grass and new equipment. This is supported by the nursery completing the 'Journey to Excellence' award with the local authority. As part of this scheme the nursery are mentoring other early years provisions in the area to share and model the outstanding practice.

Parents are invited to regular 'stay and play' groups. These are held at the nursery at different times and on different days to provide opportunities for parents or grandparents to attend and share in their children's learning and experiences at nursery. 'Friends of Swan Meadow' are a group of parents who organise and facilitate activities, with the support of the nursery to encourage parental partnerships and relationships. These events include a summer barbeque and Christmas activities. Older children take turns to take home 'Roger the Rhino' and use his notebook to record their experiences and his adventures. This promotes children's personal, social and emotional development as they care for their 'friend' and enhances the excellent partnership working with the parents. Parents give high praise for the nursery and the staff and describe how they are encouraged to be involved in their child's learning. They explain how the staff support the family unit and discuss the care and nurturing environment that they are greeted with whenever they are in the building.

Staff are sensitive to the needs of families and the local community and partnerships with

parents and carers is a key strength. Sharing information about children's interests and individual needs during pre-enrolment visits, prior to starting at the setting, ensures staff can build on what children already know and can do. There is a daily verbal two-way exchange of information between parents and staff to ensure each child's needs are identified and met. Parents add to their children's development records by completing observation notes from home and continue with activities, which demonstrate they are fully engaged in their children's learning. Individual support is sought from other professionals to identify, monitor and promote the development of children with special needs and/or disabilities. The setting is highly committed to working in partnership with other providers and external agencies to ensure that all children receive the support they need. For example, meetings with school teachers ensure that information about the children's learning and development is shared. This successfully supports children's transition into school.

### **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 action. 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>	EY449437
<b>Local authority</b>	Oldham
<b>Inspection number</b>	882680
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	110
<b>Number of children on roll</b>	161
<b>Name of provider</b>	Swan Meadow Private Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01457829300

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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, which are usually the childminder's 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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