

# Nature's Nursery Ltd

The School House, Long Street, MIDDLETON, Manchester, M24 6UW

## Inspection date

19/04/2013

Previous inspection date

08/02/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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

- Children are settled, happy and confident. They independently access resources and explore the environment to enhance their learning and development.
- Staff have a good knowledge of how to support children's learning and development. They use this knowledge to effectively plan activities that engage children in learning.
- Comprehensive planning and assessment procedures are in place, which ensure that children are fully supported as they move towards the early learning goals.
- Strong purposeful partnerships with parents and a range of other professionals ensure children's needs are comprehensively supported through times of change and transition.

### It is not yet outstanding because

- Resources to support children in their understanding of equality and diversity are not used as effectively as they could be to help children learn about the world in which they live.
- There is scope to improve opportunities for staff to further extend their effective skills and practice, such as by introducing peer mentoring to help them learn from one another.

## 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 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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at self-evaluation processes to ensure that they supported quality outcomes for children.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

Nature's Nursery was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted two storey building in the Middleton area of Rochdale. It is privately owned and managed. The nursery serves the local area and is accessible to all children. It operates from the ground and first floor of the property and there is a fully enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, three hold appropriate early years qualifications at level 4 and nineteen hold qualifications at level 3.

The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 100 children attending who 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 educational 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:

- consider developing further opportunities for children to explore equality and diversity, for example, through increasing resources which promote different cultures, people and faiths
- consider developing the knowledge of staff by undertaking peer mentoring, in order that staff may learn individual skills from one another.

## Inspection judgements

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

Children are making good progress towards the early learning goals because experienced staff have a high level of awareness of how best to support children's individual needs. Regular observations are undertaken by staff whilst children play, this allows staff to identify where children are in their development and plan for the next steps in children's learning. Staff then record children's developmental progress in order to provide activities that will support children's individual needs as they move towards the early learning goals. Staff plan and provide developmentally appropriate activities which are evaluated to ensure that children are challenged. Staff carefully consider how activities can be

enhanced to promote further learning for children, such as using open-ended questions. For example, staff support children as they make animal jigsaws by asking children to name the different animals that they can see. This supports children's reflective thinking and supports their language skills.

Educational programmes cover the seven areas of learning, offering a depth and breadth of learning opportunities across all areas every day. For example, young children explore familiar scenarios through role play, and toddlers investigate the different sounds vehicles make on different surfaces. Pre-school children draw pictures whilst referencing an alphabet frieze to support them with letter formation as they write their name. The nursery uses a range of strategies to support learning. For example, children develop their communication, language and literacy skills by taking part in daily phonic sessions. These are imaginatively planned and allow children to play with matching cards, take part in singing sessions or use a computer to support with literacy skills. Staff attend targeted training, such as, letters and sounds, outdoor play and behaviour management. This allows staff to enhance their knowledge and keep up-to-date with current practice in order to support children's learning and development. Children are confident and make their needs known very well. For example, younger children imitate sound and language from staff, whilst older children confidently make requests and lead their own play. Children have multiple opportunities to explore early writing and drawing skills. For example, children use pencils, paint using an easel, draw patterns in sand and use chalk in the outdoor area. Children are building their knowledge of shape by using shape sorters, puzzle cubes and a variety of construction resources. These resources help children with their problem solving skills.

The nursery promotes children's understanding of the world through a variety of imaginative activities. For example, the nursery invites the local theatre group in to teach road safety through using puppets, and a mini-beast road show allows children to see a range of spiders and snakes up close. Staff encourage independence and self-care skills throughout the nursery. For example, children put on their own coats for outdoor play, use cutlery effectively at lunch time and wash their hands after using the bathroom. The nursery celebrates different cultures and festivals, offering activities which engage children. For example, at Chinese New Year children made Chinese lanterns and took part in a Chinese banquet. However, resources to support children's understanding of different peoples, communities and cultures are less well-used. This impacts on children's developing knowledge of the diverse world we live in.

The nursery is well-resourced and children independently access their own resources and self-initiate their own play. Resources are of good quality and are age- and stage-appropriate, offering a range of quality learning experiences. There is effective storage, which allows staff to alternate resources to engage children in learning and present learning opportunities in a variety of ways. Resources are stored in low-level baskets for babies, whilst older children access resources from open shelving.

Parents are kept fully informed about their child's development and staff place a strong emphasis on parents being involved in children's learning. For example, parents take children's development files home, contribute observations from home, share information when staff complete baseline assessments and contribute to the progress check for

children aged two. Communication is enhanced through a nursery website and activity sheets that suggest ideas for learning that can be supported by parents at home. Daily routine boards in each room allow parents to see the type of activities their child will be undertaking each day. This provides a consistency of care between staff and parents so that children feel well-supported by all adults who encourage them in their learning.

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

Staff care for children well and take all reasonable steps to make children feel settled and secure. Staff identify and meet children's individual needs very well. For example, staff liaise with parents to ensure that babies are fed the same time that they would be at home. This provides consistency of care and allows children to have uninterrupted routines. Children with additional needs are supported well. There is a special educational needs coordinator in place who attends regular training and works with other professionals, such as health visitors, to ensure that children's needs are skilfully supported.

Children form secure attachments with staff as there is an effective key person system in place. Children feel secure and settled with staff and invite them to join-in with their play. For example, when children play with balls during outdoor play they ask staff to join in. This shows that children are settled and that caring relationships are in place. Children participate in a wide variety of fun and challenging activities. For example, children access the on-site soft play facility, explore making marks and patterns in snow, use binoculars to explore outside and plant seeds to appreciate growth cycles. Staff are positive role models and children are well-behaved. Staff praise children, use sticker charts, and invite children to speak to their peers whilst standing at the front of the group. These strategies support self-esteem and positive behaviour.

Children are encouraged to learn about healthy lifestyles through outdoor play, walks in the local environment, playing in the soft play room, and eating healthy food. Meals are freshly prepared on the premises each day by a designated chef. The nursery has gained the 'Golden Grin Award', which is an award that promotes healthy eating and dental care. Once a week each room takes part in a baking activity, producing items that are enjoyed by the whole nursery at snack times. Children develop their self-care skills through accessing drinking water, washing their hands and independently using tissues. Children learn to be safe through discussions and by safety procedures, such as being invited to set the outdoor area up with a member of staff. This allows children to begin to understand the importance of risk and safety.

Children are well-prepared for the next stage in their learning through purposeful transition procedures. For example, when children move from room to room they are given 'taster sessions' to settle in slowly as key persons discuss children's needs and progress. If children move on to other daycare providers, summaries of learning are provided. When children are ready to move into school, the nursery invites school teachers to observe the children at nursery and complete a transition document. This enables enhanced support to be given to children at times of change and shows staff's commitment to partnership working.

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

Children are safeguarded and well-protected in the setting because staff have a good knowledge of the safeguarding procedures, have attended safeguarding training and are aware of who to contact should they have a safeguarding concern. Children are well-supervised, and the staff are vigilant in ensuring that children stay safe. For example, staff ensure that unknown visitors are greeted in reception and do not gain access to the nursery, a secret password is used in the event of an unknown adult collecting a child, and daily safety sweeps are undertaken. In addition, written risk assessments are in place for the indoors, outdoors and while children are on outings, which help to minimise risks. This means that children are cared for in a safe environment where staff give a high priority to children's safety. In addition a thorough record of accidents, medication and attendance are documented to further protect children and promote their welfare.

The nursery environment is highly engaging and stimulating. Children's artwork is displayed throughout the setting and displays support children in their learning. For example, shape of the week, alphabet friezes and phonic displays. Children access the outdoors every day, where they can explore and extend their play. For example, children use road signs and ride bikes on a designated bike track as they act out crossing the road. Children are cared for in rooms which cater for different ages, this ensures that children are provided with age appropriate activities which engage them in learning and develop their skills. The staff understand their responsibilities in meeting the learning and development requirements and consistently assess and monitor learning programmes and children's progress to ensure that children progress well towards the early learning goals.

Self-evaluative practice is undertaken and the nursery assess their strengths and weaknesses against the 'High Five' quality assurance scheme. Once areas for development have been identified, the staff are proactive and have a positive attitude in bringing about continued improvements. For example, the manager has recently implemented parent feedback forms and has developed display boards for parents which clearly show how the Early Years Foundation Stage framework supports children's learning. The manager takes into account the views of parents. For example, after receiving a parent concern over potential unknown adults gaining entry to the nursery, the manager now ensures that staff greet all visitors, rather than use a remote button to open the front door. This shows that staff welcome parents suggestions for development.

The manager supports continued professional development through staff appraisals and staff meetings. However, there is scope for enhancing this by building on opportunities for staff to share good practice with each other. Effective procedures for selection and recruitment of new staff are in place. Induction procedures ensure that new staff are fully aware of the nursery's policies and procedures and allows the manager to monitor staffs performance at a three month review meeting. All staff undertake statutory training and attend 'refresher' courses where appropriate, such as safeguarding children training.

Staff have effective partnerships with parents, facilitated through daily verbal exchange,

newsletters, and parents being invited into nursery to share particular talents. For example, a parent who is a dentist is invited into nursery to talk about the importance of taking care of your teeth. Parents are complimentary about the nursery and make comments, such as 'Our child has learnt so much and we strongly believe that is down to staff at the nursery.' Purposeful relationships with other professionals are firmly established. The nursery works with the local authority advisory team, attends network meetings to share practice with other professionals and has links with local schools. These partnerships enhance all aspects of children's care, learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	EY365334
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	908929
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	95
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Natures Nursery (Royton) Ltd.
<b>Date of previous inspection</b>	08/02/2010
<b>Telephone number</b>	0161 653 1996

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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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