

Amber's Attic Ltd

109-123 Stand Lane, Radcliffe, Manchester, Lancashire, M26 1JR

Inspection date	29/04/2013
Previous inspection date	16/02/2011

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

- Staff in the pre-school room listen to children well and extend their language and thinking effectively. As a result, children make good progress in their communication and language and are well prepared for school.
- Staff know children very well and there is a strong focus on meeting the needs of children, who have special educational needs and/or disabilities. As a result, children make good progress given their starting points and capabilities.
- Room leaders are effective role models for new members of staff and trainees. As a result, there is a strong focus on consistent behaviour management strategies being used. Consequently, children behave well, are happy and settled and learn to respect the needs of their peers.
- The whole staff team demonstrate a strong commitment to drive continuous improvement. Self-evaluation, action plans and targets for the future development of the nursery are realistic and achievable.

It is not yet outstanding because

- There is scope for the further development of the outdoor area, in order to provide all children with more rich, interesting and challenging experiences.
- Children aged under two years have few opportunities to explore natural materials to develop their sensory skills.

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 that children took part in.
- The inspector spoke to the manager and childcare staff at appropriate times during the inspection.
- The inspector viewed a range of documentation, including risk assessments, accident and medication records, safeguarding and complaints policies and procedures and children's learning journeys.
- The inspector took into account the views of parents from the parent questionnaires.

Inspector
Susan Heap

Full Report

Information about the setting

Amber's Attic Ltd was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Radcliffe area of Bury and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from five playrooms on two levels and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 100 children attending, who are in the early years age group. The nursery also offers before and after school and holiday care. 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 those 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:

- provide further opportunities for children under two years to investigate the natural world through the use of a wider range of resources both inside and outdoors, such as, treasure baskets, chimes, streamers, windmills or planting activities
- extend the educational programmes in the outdoor area for all children, so that they can enjoy rich varied and imaginative play experiences: by providing stimulating resources, which are accessible and can be used, moved and combined in a variety of ways.

Inspection judgements

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

Staff have a secure understanding of how children learn through their play and a good knowledge of the seven areas of learning. As a result, observation, assessment and planning systems to meet the learning and development requirements of the Early Years Foundation Stage are in place. The tracking of children's progress is routinely linked to the Development matters in the Early Years Foundation Stage guidance. This clearly shows

that all children are within their developmental age bands and are making good progress given their starting points and capabilities. There is a strong focus on helping children to acquire good communication and language skills. Also, for supporting their personal, social and emotional development, in order to improve their learning from their starting points. This ensures that children are prepared for school and their next stage of learning. For example, in the pre-school room, children practise letters and sound activities, which teach them correct pronunciation. This enables them to develop good listening skills as well as sharing and taking turns. Staff show a good level of commitment to make learning interesting for children, so that they can develop their thinking skills and make connections by asking them open-ended questions. Consequently, the quality of teaching and learning is good. Children receive lots of verbal praise for their efforts, which develops their confidence and self-esteem. Staff in the over two years room are fully aware of the progress check at age two years assessment.

Staff know their key children extremely well and have high expectations of what they can achieve. They successfully use the information from their observations of children's play to plan experiences and activities to meet their individual development needs. As a result, there is a good balance between activities led by children and activities guided by adults. Children, who have identified special educational needs and/or disabilities or English as an additional language are supported very well through individual development and learning plans. Staff show a strong level of commitment to narrowing the gap for such children and ensure that they progress well given their starting points and capabilities. This is achieved through individual support when needed.

In the pre-school room, children have homework once a month, which is linked to the monthly theme. For example, during the topic of mini-beasts, children take home a worksheet with photographs of different insects. Parents and children go on bug hunts in their gardens or in the local park and report back what they have found. Their findings are discussed and displayed, which enhances children's learning, enables them to reflect on their experiences and values their efforts and achievements. In the younger children's rooms, there is a wealth of information readily available for parents on the monthly theme, which shows the wide range of activities they participate in. This also includes the words of the songs, which children learn, linked to the theme. Parents are involved in their children's learning by contributing their observations of children's achievements to the 'Parents voice' sheet, which is then used by the staff to plan for their individual learning.

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

Staff ensure that the daily routines incorporate that the children have daily access to fresh air and exercise to promote healthy lifestyles and their all-round physical development. However, there is scope for all the outdoor areas to be more attractive and appealing, in order to ignite children's interest and offer more challenge, particularly for the younger children. Children practise and refine their fine motor skills as they use scissors competently and safely and handle tools and equipment, such as hole punchers and sticky tape. They develop balance and coordination as they reach high to catch bubbles, take their first steps, climb steps in the outdoor area or use wheeled toys.

Lunch and snack time routines are well established where children sit with their key person. Staff have a well-developed knowledge of children's individual needs and preferences through the secure settling-in procedures. For example, staff in the baby room follow children's home routines for play, sleep and mealtimes. Key persons work positively with parents during the settling-in process, particularly when babies are breast fed or parents follow baby-led weaning. This ensures that children receive consistency of care. All children show good levels of knowledge and understanding of their own needs and the needs of others. For example, children are inclusive with each other, showing politeness, friendship and tolerance during activities. Staff are positive role models to children and students. They model good behaviour and language at all times. Consequently, children behave well and in ways that are safe for themselves and others and develop an understanding of dangers and learn how to stay safe. They move with care and control from the indoor to the outside environment and from the upstairs rooms to downstairs.

The indoor learning environment enables children to independently choose from a selection of resources that are easy for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. The pre-school children's room provides good quality learning opportunities and experiences with accessible resources at children's height, enabling them to play and explore. However, the staff team recognises that the learning environment for younger children is not as well developed. For example, the younger children have few opportunities to explore and investigate natural materials. Consequently, the staff are developing these rooms by creating specific learning areas to improve children's access to resources and to stimulate their interest in activities.

Children form secure attachments with key persons and other members of staff. Staff are sensitive, caring and committed to meeting the needs of children and their families, in order to help them settle when they first start. As a result, there is a strong focus on children's personal social and emotional development. For example, they embark on short taster sessions with their key person to their new room. Children, who are less confident or unsure of new situations are supported very well by attentive staff, who give them reassurance. This is particularly evident for the youngest children when they are settling-in. As a result, children are well prepared for their next stage in learning.

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

The nursery has recently undergone changes in the management structure and the overall staffing. As a result, the whole of the staff team are enthusiastic and share a strong vision for the future development of the nursery. Through self-evaluation, staff reflecting on their practice and partnership working with the local authority quality improvement team, an improvement plan is in place. This successfully identifies and prioritises areas for development. Several of these are already successfully completed and have improved the quality of information available to parents and children's learning. The staff team are keen to drive improvement further to improve the quality of children's learning and demonstrate a strong commitment to succeed.

The manager demonstrates a strong level of commitment to support staff training to ensure that they are confident, capable and can develop their professional skills. She has a secure understanding of her role in monitoring and delivering all aspects of the Statutory Framework for the Early Years Foundation Stage. A programme of staff meetings, individual appraisals and in-house training, are in place. All room leaders are currently on leadership and management courses and the manager is undertaking a management course. The staff are enthusiastic and show commitment bring their new ideas and learning into practice to drive improvement and to ensure that all children enjoy valuable teaching and learning experiences. Targets for the future are realistic and achievable and include developing the outdoor area and continuing to improve the quality learning environment for children aged under three years.

Robust recruitment and selection procedures and a good range of policies and procedures are successfully and consistently implemented. They underpin daily practice to meet the safeguarding and welfare needs of children. Children's safety is strongly promoted. The setting has a robust approach to establishing whether adults are suitable to work with children. The Disclosure and Barring Service Check is undertaken on students and completed every three years on all members of staff. The manager and the staff team have a secure understanding of their role in safeguarding children and the reporting procedures in place to protect children and keep them safe from harm.

The nursery's engagement with parents is good. They are actively invited to contribute their ideas comments and observations if their child has a new interest or achievement and add these to the 'Parents voice' sheet. A recent parent questionnaire has highlighted areas for improvement, which is being addressed through the staff meetings. Parents' comments are positive about the quality of the care and learning children receive and how much they enjoy the introduction of homework to involve them in their children's learning. These support strong foundations for partnership working. There is a strong ethos for staff to support all children, especially those with special educational needs and/or disabilities. As a result, all staff have high aspirations for children's individual progress through effective partnership working with parents and other professionals. 'Staff supervise children well at all times. Risk assessments are of good quality and reviewed and updated on a regular basis to ensure that children continue to be cared for in a safe environment. These also include daily checks of the indoor and outdoors areas.

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 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

Unique reference number	EY271791
Local authority	Bury
Inspection number	909841
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	111
Number of children on roll	100
Name of provider	Amber's Attic Ltd
Date of previous inspection	16/02/2011
Telephone number	0161 723 1555

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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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