

Nutkins Nursery Play and Learn

15 Half Edge Lane, Eccles, MANCHESTER, M30 9AY

Inspection date

Previous inspection date

08/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 happy, and settled and forming friendships with others. They share a trusting relationship with the staff, so are secure and content.
- Staff provide a good range of exciting activities both indoors and outdoors, with an emphasis on having fun.
- Partnerships with parents are positive. Parents value the dedication of staff and how much care they take in ensuring they understand children's individual needs.
- A well-established key person system helps children to form secure attachments, which effectively promotes their well-being.

It is not yet outstanding because

- The organisation of book areas does not entice children's rapidly developing interest in literature.
- Opportunities for children to explore the way written English is structured are not always fully promoted to build on their very good learning.

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 staff interaction with children.
- The inspector sampled a range of documentation, including children's development records, policies and statements.
- The inspector observed a range of activities in all playrooms and the outdoor play area.
- The inspector spoke to parents and took their views of the nursery into account.

Inspector

Jan Healy

Full Report

Information about the setting

Nutkins Nursery Ltd registered in 2013 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a converted house in the Eccles area of Manchester. The nursery serves the local area. It is accessible to all children and there is an enclosed area available for outdoor play.

There are currently 107 children on roll in the early years age group. The nursery opens Monday to Friday from 7am to 6pm all year. It provides a breakfast club, after school club and holiday club. It supports children with special educational needs and/or disabilities and children with English as an additional language. The nursery provides funded early education for three- and four-year-old children.

The nursery employs 22 members of childcare staff. Of these, four hold appropriate early years qualifications at level 2, nine have qualifications at level 3, three have qualifications at level 4, one has a level 5 qualification, one has a level 6 qualification and one holds Early Years Professional Status.

What the setting needs to do to improve further

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

- create an attractive book area where children and adults can enjoy books together and that encourages children to understand that English is read from left to right and from top to bottom.

Inspection judgements

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

Children are happy and secure, as they share an affectionate relationship with the staff. They build trusting relationships, which encourages children to experience activities that are new to them. Partnership with parents is strong, resulting in parents willingly contributing to children's initial assessments, which staff continually build upon. This leads to staff planning a wide range of interesting and challenging activities that sustains ongoing progression. They support children's interests and focus activities on the prime areas of learning. This leads to all children making good progress in relation to their starting points and pattern of attendance, which is due to staff having a good understanding about how young children learn. Parents report that they are kept up to date about the progress children are making, and are supported in developing children's

learning at home, such as borrowing bedtime story books to enjoy together. They particularly enjoy reading the regular newsletters, which informs them about forthcoming events taking place within the nursery. Children who have special educational needs and/or disabilities are progressing well. This is due to staff working closely with outside agencies, seeking advice and support when necessary and keeping parents fully informed about progress being made. Children who speak English as an additional language are well supported as staff are very patient and learn some frequent words from parents to help children settle well.

Staff are good role models, speaking to each other with respect, which children copy, making for a harmonious atmosphere. They chat easily to children and encourage communication during snack and mealtimes. They respond to the babbling of babies and listen carefully when they attempt their first few words. They are sensitive to their needs, cradling them when in need of comfort and soothing them by singing nursery rhymes. Well organised outdoor play enables children to develop their physical skills, as they climb, run and take part in group games. Regular trips are taken to the local park, where children learn about the changing seasons. They collect twigs, leaves, conkers and flowers, making a collage from their findings upon their return. They go for trips to a forest, where they take a train ride and enjoy a picnic in a tepee. The joys of physical activities are discussed, with staff teaching children about the importance of maintaining a healthy lifestyle.

Staff also plan for children's specific areas of learning, such as teaching children to write on their own, but children are not taught that English is read from left to right and from top to bottom. This does not help children's understanding of the structure of the English language. Trips to the library stimulate children's interest in literature, particularly as they have the opportunity to listen to stories read by the librarian. Children enjoy looking at books, although the book areas within the playrooms do not entice children's interest to help further promote their enjoyment of an increasing range of literature. Children learn to count through the singing of number songs and rhymes. During baking activities, children have the opportunity to weigh and measure ingredients and they look closely at patterns on butterflies. Children enjoy learning about living things, therefore, staff provide opportunities for the planting of seeds and children delight in watching their flowers grow. They have access to various musical instruments, which they play, while listening to the changing sounds and dance to music played by the staff. Children celebrate major festivals, such as Christmas, Halloween, St Patricks Day, Easter and birthdays, which help to promote mutual respect and encourages children to value each other.

Teaching methods are successful in meeting children's needs. Staff spend the majority of their time playing and chatting to children and asking open-ended questions, as well as providing explanations in language that is easily understood. Time is given to allow children to think and to demonstrate what they know and understand. Staff take into account children's different attainments and have high expectations for each child to progress further. Activities are adapted to suit those children who require additional support, while staff challenge the older or more able children. Individual learning styles are respected, such as valuing children's need to play alone as well as participating in large group activities. Staff also recognise that some children learn better in the outdoor play area as opposed to indoors. Enabling children to engage in play that suits their

individual needs, helps them achieve their full potential and children learn while having fun. This also aids children to be ready for their next stage of learning, including their readiness for school.

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

Each child is assigned a key person who knows them well, resulting in children arriving happily and separating from their parents with ease. They are content to be in the care of staff, as important information about their individual needs are sought in partnership with parents. For example, their likes and dislikes, which enables staff to suitably provide for their care. Transitions between playrooms are managed well, due to children gathering together for trips off the premises, which enables them to make new friends. They also visit their new playroom for short periods, which is gradually lengthened until children are happy and settled.

Older children are developing an understanding about the importance of leading a healthy lifestyle and have the benefit of accessing the outdoor play area at various times throughout the day. They cultivate vegetables and plant herbs, to aid their learning about the foods that are good for their growing bodies. Children are taught about the importance of taking care of their teeth with a visiting dental nurse encouraging them to clean their teeth after lunch, which they do so with enthusiasm. Freshly prepared meals are cooked on the premises by a chef and children eat together, making for a sociable occasion.

Children are learning about the importance of caring for themselves, which helps to raise their self-esteem and confidence. This is because they are becoming ever more independent, due to the staff providing suitable and age-appropriate resources, which are stored within their easy reach. This allows children to access toys of their choice without adult intervention. Outdoor play is encouraged whatever the weather, which helps to further their coordination and balancing skills with the provision of various climbing equipment both within the nursery and when on trips to the local park. Children are taught to keep themselves safe when on outings, such as learning about road safety. When on nursery premises, staff remind children to pick up their toys off the floor after play, to prevent trips and falls. Older children are learning to manage risk when playing with their friends, such as to consider the space required when riding wheeled toys and to avoid bumping into each other. Staff have high expectations of children, resulting in them continually furthering their independence and managing their own behaviour. Golden rules are known by the children and they remind their friends of expected behaviour, such as to walk when inside.

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

All staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The management team follow

an effective procedure for the appointing and vetting of new staff. Staff are fully aware of the procedure to follow should they witness a concern and have a thorough knowledge of the written child protection statement in place, which they are confident to implement effectively. They understand who to report concerns to and the importance of doing this quickly to safeguard children. Potential hazards are minimised both indoors, when playing in the garden, and when on outings, due to staff carrying out daily visual checks, as well as completing written risk assessments.

Staff build good partnerships with parents, who report their happiness at their children making good progress in their learning and development. They chat about how their children, on occasions, are so content they do not wish to leave. This, they say, is due to the friendliness of staff who treat their children 'as if they were their own'. They can approach staff to seek guidance and support with their children's learning at home and have the facility of a notice board, informing them of activities taking place locally. Parents particularly appreciate the before and after school club as well as the holiday club, which older siblings attend. Staff share a strong partnership with the local school, where children attend, with a two way channel of communication helping to provide consistency of care and education. Children visit the school to watch their nativity play as well as pantomimes, which helps with transitions. Good partnership working with a wide range of professionals help to target, support and review arrangements for children with special educational needs and/or disabilities, which includes the national health service.

Staff work well as a team, which is evident by their dedication in making continuous improvements, which leads to better outcomes for children. An effective system for performance management is consistently applied, which leads to an effective and well-established programme of professional development. Staff are, therefore, ambitious and further their understanding of early years through their attendance at various training courses. The management team also encourage staff to further their qualifications, which has a positive effect on the care and education provided, particularly as they share their knowledge, which makes for a stronger team. Staff monitor planning and assessment well with sufficient depth and breadth, enabling staff to target children who require extra support.

A successful method of self-evaluation takes into account the views of the children, parents and staff to help drive continuous improvement to support children's achievement over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY459670
Local authority	Salford
Inspection number	913209
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	107
Name of provider	Nutkins Nursery Ltd
Date of previous inspection	not applicable
Telephone number	0161 7891159

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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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