

# Nature's Nursery

St Phillips House, St Phillips Drive, ROYSTON, Oldham, OL2 6AE

<b>Inspection date</b>	17/06/2013
Previous inspection date	15/10/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 have a good understanding of the Early Years Foundation Stage. They use this knowledge to engage children in learning and support children's individual developmental needs.
- Children are settled and happy. They explore the environment and resources with confidence and enthusiasm. They initiate their own play and play cooperatively with their peers.
- Comprehensive observation and planning procedures are in place which identify children's next steps in learning as they move towards the early learning goals. Well organised tracking systems show children are progressing well.
- Staff have good partnerships with parents and other professionals. Information is effectively shared, which supports consistency of care for children.

### It is not yet outstanding because

- 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.
- Children are not always given enough time to think about how to respond to questions that staff pose, which does not fully support children's communication and language development.

## 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 towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

Nature's Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from seven rooms in single storey purpose built premises in Royton near Oldham. It is one of four settings owned and managed by Nature's Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from the ground floor and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, one holds qualifications at level 4 and 15 hold qualifications at level 3. In addition, the nursery employs a cook, a cleaner and a caretaker.

The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 79 children attending who are in the early years age group. The nursery supports children with special educational needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

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

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

- consider developing the knowledge of staff by undertaking peer mentoring, in order that staff may learn individual skills from one another
- develop staff's practice when questioning children, for example, by giving children enough time to respond, in order to further enhance their learning.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to support children in their learning and development. There are a broad range of resources which provide challenging opportunities and support children across all areas of learning. For example, children enjoy playing on bikes, use a range of creative art materials, build with sand using a cement mixer, look at books and search for toy animals in bowls of jelly. Staff promote language and extend children's vocabulary by modelling language and posing challenging questions. For example, children play in a digging pit and search for 'mini beasts'. Staff ask children 'What can you see in here?' and

'Where do snails live?' Interactions are purposeful and staff follow children's interests. For example, a child enthusiastically starts playing in the digging pit but states that he is a pirate. Staff follow the child's interest and ask questions about pirate treasure. In addition, staff role model how to use resources and make links to children's prior learning. For example a member of staff discusses with children that using a sieve in the digging area is like sifting flour when children partake in baking activities. This teaching strategy supports children's critical thinking. Staff interact well with children and enthusiastically join in with play. However, staff do not always allow enough time for children to answer questions and formulate responses, so that their communication and thinking skills are enhanced at every opportunity.

The nursery cares for children in different rooms, which means that children have access to resources which are age and stage appropriate to support them in their learning and development. The environment is bright, open and engaging. Children's artwork is celebrated throughout the nursery and colourful displays offer learning opportunities. For example, a height chart in the outdoor area allows children to consider height and length, while key words are displayed around the sand area. This allows children to engage with their environment and understand that text conveys different messages. Children are asked their opinion on displays and have input into their environment. For example, pre-school children have recently voted for a display incorporating their favourite characters. Children independently access resources, as they choose to initiate or extend their play. For example, babies access resources stored in baskets on the floor, toddlers choose resources from open shelves and pre-school children access labelled boxes which hold topic resources. Resources support children's learning well. For example, children play out familiar scenarios in the role play area by using a barbecue and discussing appropriate food.

Staff regularly observe children and develop planned activities which support children's interest and stage of development. Planning is flexible, which allows staff to respond to children's current interests. Staff consider how they can make learning imaginative and fun. For example, children have recently been looking at flowers and growth and visited a florist which has enhanced children's understanding of the wider world. Individual planning for each child is developed by each child's keyperson, which means that children's next steps in development are effectively supported as children move towards the early learning goals. Comprehensive observation and assessment systems are in place. Staff complete observations on children and identify their next steps in development. This information is used to track children's progress. If staff identify any areas in a child's development that needs further support then targeted activities are developed. Children progress well in the nursery because keypersons are well informed about children and their individual needs.

Staff liaise with parents to find out about children's likes and dislikes when they first start at the nursery. This valuable information is used in conjunction with staff observations to develop baseline assessments. Staff complete regular summaries of learning for children and incorporate parents' ideas towards the progress check when children reach two years of age. Children with special educational needs are well supported through committed staff who undertake detailed observations to target children's individual needs. Staff work with multi-professional agencies to support children's needs and use a range of strategies,

such as, visual cues and visual timetables. As a result, all children make good progress as they move towards the early learning goals.

A variety of communication methods are used to support parent partnerships. For example, parents complete 'things I like at home' sheets, complete parent questionnaires twice a year, access a regular newsletter, use the nursery website and have daily verbal exchanges with staff. A designated parents display board incorporates photographs to show how the nursery is delivering the Early Years Foundation Stage. This supports parents in gaining an understanding of the learning and development of their child and a knowledge of the educational programme. Parents are involved with learning at home through activities being sent home and by contributing to displays. For example, a recent topic on holidays has involved parents sending in photographs so children gain an awareness of different holiday destinations and the wider world. Overall, teaching is rooted in a good knowledge of children's needs which significantly enhances children's learning and development. Children are motivated learners and explore their environment with enthusiasm.

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

Staff promote healthy lifestyles and children's physical development on a daily basis. Children play in the outdoor area every day and use equipment, such as, bikes and scooters. Each week pre-school children can attend swimming lessons at the local swimming baths. Children are split into two small groups, which means that they are well supervised and supported. Every week an outside professional attends the nursery to offer music and movement sessions. Children take walks in their local environment, which enhances their understanding of the world. They develop an understanding of healthy eating by being provided with a comprehensive menu incorporating healthy options. There is a designated cook who provides a range of meals including chicken casserole, spaghetti bolognese and homemade soup. Children access their own drinks, which supports independence skills and helps prepare children for school. Younger children are well cared for as staff ensure that babies and toddlers are offered drinks throughout the day.

Children express their emotions and feelings through play. For example, children make hats with large ears to support them to listen carefully in a musical instrument session. Children join in enthusiastically as they explore making loud and quiet noises and slow and fast beats using a range of musical instruments. Children enjoy initiating play and invite staff to join in with them. For example, babies point to resources and babble with their key person as they play with a range of sensory toys on the floor. Older children are confident speakers and make their needs known by asking for different resources to extend their play. Children independently access books, identify their own names as they self-register and write their name using chalk in the outdoor area. This supports children's literacy skills and an understanding of the meaning of different texts.

Staff and parents work in partnership and there is an effective key person system in place. Secure attachments are evident and children interact well with a caring staff team. For example, babies enjoy cuddles while older children search out their key person if they require support. Staff are good role models and offer consistent praise and positive re-

enforcement throughout each session to all children. Staff are very proactive in positive behaviour management. For example, when a child throws soil across the floor the staff member asks the child to consider what may happen. In addition children receive stickers for good behaviour and achievements are celebrated through a 'star of the week' certificate. These initiatives support positive behaviour. Children show a sense of security in the setting and are caring towards each other. For example, children share resources and take turns. Children learn effectively about their own and other cultures and beliefs through celebrating birthdays and festivals together. A good range of resources promote equality and diversity and children explore different cultures through dressing up, reading books and food tasting. Children learn to keep safe through discussion and by other professionals being invited into nursery, for example, the fire service.

Children are well supported at times of transition. For example, staff ask schools to take photographs of the classroom so children can become familiar with their new environment, school teachers are invited into nursery and nursery staff complete a transition document. When children leave the nursery to attend another provider, staff complete a summary of learning. This allows all adults who care for children to be fully informed of their individual needs and developmental stage.

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

The leadership and management of the nursery has significantly enhanced since the last inspection. Areas of weakness have been fully addressed and staff have been proactive in their approach to ensuring that the nursery develops. For example, there is now a robust procedure in place for the administration of medication, stringent risk assessments are undertaken on a daily basis which look at all areas of the environment and the views of staff are sought as part of the self-evaluation process.

Staff have a comprehensive understanding and awareness of safeguarding procedures, which means that children are well protected and safeguarded in the setting. Staff have attended safeguarding training and are well informed about child protection and the authorities they need to contact should they have a safeguarding concern. Children are kept safe while in the nursery as staff observe and supervise children well. In addition, thorough safety procedures are in place. For example, regular emergency evacuations take place, there are clear procedures for uncollected children and all visitors to the nursery are monitored through a visitor's book. Written risk assessments are in place and daily safety checks are undertaken. There are clear procedures to follow should staff wish to report any safety concerns with equipment. Children are also further protected because thorough documentation is in place, such as, accident records, medication records and attendance records.

Staff are fully committed to offering a quality service to children and families. All staff understand their responsibilities in ensuring that the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage are adhered to. The manager and deputy work well with other managers from other nurseries in the nursery chain group, which allows good practice to

be shared and disseminated. Educational programmes are monitored and assessed by the manager, which ensures that children's needs are identified and purposefully supported. There are good systems in place for effective selection and recruitment of staff. Staff attend regular training and opportunities for continued professional development, including attending local authority training and in-house training as part of regular staff meetings. Supervisions and appraisals are offered to all staff, which supports continued professional development. However, opportunities for staff to observe one another are yet to be implemented in order to complement the already good systems of performance management.

Self-evaluative practice is in place, which identifies strengths and weaknesses and identifies areas for development. The staff develop action plans, which identify priorities to improve practice. The nursery has recently identified key roles for staff, such as, parent liaison officer, which has ensured parents have greater access to children's development files, has started an 'employee of the month' scheme and has further improved security at the front door. Staff are currently working on auditing all resources in the nursery and further enhancing the outdoor area. The staff work with local authority advisors who identify actions on visits and staff are proactive and ensure that all actions are addressed. Self-evaluative practice includes the views of children and parents through parent questionnaires. Parents are very complimentary, with comments including 'The key person talks to me about my child every day, she really knows him and all his little quirks, staff are brilliant' and 'My child's social skills have really developed, there is always so much to do and his language skills have really improved'.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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>	EY315650
<b>Local authority</b>	Oldham
<b>Inspection number</b>	923011
<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>	69
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Natures Nursery (Royton) Ltd.
<b>Date of previous inspection</b>	15/10/2012
<b>Telephone number</b>	0161 628 6300

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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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