

# Baytree Park Day Nursery

Joshua Lane, Middleton Junction, Middleton, Manchester, M24 2AZ

<b>Inspection date</b>	11/07/2013
Previous inspection date	11/04/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children are happy and settled because an enthusiastic staff team join in with their play activities. This supports the formation of strong and positive relationships between staff and children.
- Children are supported to understand the rules for working together as staff provide them with consistent and clear boundaries. This means that children are learning polite behaviour, such as being able to share and take turns.
- Staff have established effective partnerships with other professionals. As a result, children with special educational needs and/or disabilities are supported in the nursery.
- Children learn about colour size and shape through staff using mathematical language in play.

### It is not yet good because

- Staff have not implemented the assessment requirements for children aged two to three years of age or shared this information by providing parents with a written summary. As a result, parents are not provided with a clear picture of their child's progress, so can effectively enhance their development at home.
- Systems to review and monitor staff practise are not fully effective. As a result, areas in which staff may require additional support or training, to improve the quality of care and learning for children, are not always identified.

## 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 children's play and staff interaction in the nursery. This included observing activities both indoors and outside.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector looked at some paperwork, including staff suitability records and children's development files.
- The inspector held a meeting with the manager of the nursery.

## Inspector

Karen McWilliam

## Full Report

### Information about the setting

Baytree Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Middleton area of Manchester and is managed by a private provider. The nursery serves the local area and is accessible to all children. There are several enclosed areas available for outdoor play.

The nursery employs 25 members of childcare staff. Of these, 24 members of staff hold appropriate early years qualifications at levels 2 and 3. The deputy manager has a degree in childcare.

The nursery opens at 7.30am until 6pm, Monday to Friday all year round, except bank holidays. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that parents and/or carers are kept up to date with their child's progress by agreeing with them the best time to complete the progress check between the ages of two and three and seek to support parents and/or carers in guiding their children's learning at home.

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

- improve the methods for reviewing and monitoring practice, so that any weaknesses and inconsistencies between staff members are quickly identified and action is taken to address these and any required training can be sought.

## Inspection judgements

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

Children enjoy a range of activities that suitably cover the required areas of learning. Prior to admission into the nursery, staff obtain information from parents about each child's background, starting points and needs. For example, parents complete 'all about me'

forms and have informal discussions with staff. This ensures staff know children well as they are settling-in. The majority of staff throughout the nursery sensitively challenge children's thinking by asking lots of open-ended questions. For example, while using brushes and water outdoors, children comment that the pictures they create on the playground floor are disappearing. Staff skilfully question children to encourage them to think about why this is happening. As a result, children think about this and reply 'it's because the sun is hot'. Children enjoy the small group activities such as these, where they talk about their pictures and are praised for their achievements. This in turn gives them the motivation to persevere with their learning.

However, staff do not meet the learning and development requirement to carry out a short assessment of children's skills in prime areas of learning, between the ages of two and three years and share this with parents. This is particularly important as many of the children have either just turned the age of three or are approaching this age. This means that systems to monitor these children's progress and to engage parents within these processes are not currently robust. As a result, parents are not provided with a clear picture of the child's progress, so they can, with support from staff, enhance their child's development at home. Staff have introduced some ways in which to provide opportunities for parents to be involved in their child's learning, although, these are not particularly robust. For example, the children's files are always available for parents to look through. However, inconsistencies in staff knowledge means that occasionally these assessment files do not accurately show children's current level of achievement. Staff communicate daily with parents to tell them about the activities their child has taken part in and to inform them of their day-to-day achievements.

Staff work in partnership with parents and other professionals well to support children, who may require additional support in their learning and development and to support children for whom English is an additional language. For example, children, who are identified as having special educational needs and/or disabilities are referred to the nursery's special educational needs co-ordinator and the local authority's development worker. As a result, staff work alongside others to ensure suitable plans are in place to support children in their care and learning. For children, who are learning to speak English as an additional language, staff learn keywords from parents, use gestures and visual aids and provide a language rich environment to support children's progress. As a result, children make steady progress in their learning, given their starting points.

Staff regularly observe children and overall, they plan an appropriate balance of adult-led and child-initiated experiences for children, which ensure they acquire suitable skills for their next stages of learning, such as school. Children are active talkers, who are keen to communicate. They confidently approach adults and engage them in conversation. Staff interact positively with children involving themselves in their play. Regular story and song sessions also contribute to children developing a sound acquisition of language. Staff effectively support children to develop mathematical skills through a wide range of planned and spontaneous activities. For example, children play matching games with shapes, discuss size as they build tall towers with bricks and join in with number rhymes. Children's imaginative skills are promoted. They play in the home corner where they discuss the feel and smell of bread and they work cooperatively together, delegating roles while they collect leaves outdoors to make jewels, because they are 'princesses'.

In the under two's rooms, young children explore their environment confidently and choose from the suitable range of resources that are stored on the floor or on low-level shelves and are easily accessible. Sensory exploration is encouraged by the staff as they provide a range of textures for babies to explore. For example, babies explore the resources in the sensory room or engage themselves in heuristic play with metal, natural and home-made resources, such as bottles made into a variety of shakers. Their early communication skills are fostered as staff engage them in stories and songs and respond appropriately to their 'babble' and words. Babies' physical skills are appropriately supported. For example, there is ample room, support and opportunities for babies to practise rolling over, crawling and walking.

All children have access to a range of tools, which support them to make marks indoors and outside, such as, chalks, pencils and crayons. Babies make marks with rice in large trays on the floor and the older children create pictures with paint and collage materials. As a result, children draw lines and circles. In the older children's rooms, they confidently talk about their pictures. For example, children explain that their collage is the sun or their drawing is a castle. Children's self-care skills are satisfactorily fostered throughout the nursery. For example, children in the pre-school room are encouraged to help tidy up at the end of the session.

Equality and diversity is suitably promoted. An adequate range of resources, such as books and small world toys that positively portray diversity are available. Furthermore, children celebrate their birthdays and take part in a variety of festivals, such as Chinese New Year. Therefore, children develop an awareness and understanding of the diversity of the world in which they live. All the children access the outdoor area at least twice a day where they play on a good range of equipment to support their physical development. For example, children are supervised well while they climb the large climbing frame and they develop strong muscles while they play on the wheeled toys or run around in the ample space.

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

Children are happy and content throughout the nursery. They interact positively with adults and other children, this supports them to make friends. For example, children are extremely confident and sociable with visitors. They talk away and welcome them into their play. The key person system works appropriately supporting children's confidence and liaising with parents to ensure their wishes are valued, such as following familiar routines from home. Babies and older toddlers enjoy snuggling in for cuddles with staff. Consequently, children separate well from their main carers and settle-in well.

There is a satisfactory range of well-maintained, safe and age-appropriate resources for children to enjoy, that are stored within easy reach of the children. Staff conduct a daily check of the premises to ensure it is safe for children to play in. In addition, staff ensure all children have their sun cream on and wear hats before going outdoors in the warm weather. As a result, children develop an awareness of how to keep themselves safe. Children demonstrate they feel safe by confidently playing and exploring in the nursery

environment. Generally, children are well behaved because staff are good role models. They implement clear and consistent strategies and offer children explanations and lots of praise. For example, staff kneel on the floor and sensitively explain to children that they must share resources. As a result, children learn the behaviour expectations of the nursery. With parents agreement, staff work in partnership with other professionals, if necessary, to implement appropriate behaviour management strategies to monitor and support individual children.

Children's health is suitably promoted by the nursery. They plant and care for fruit and vegetables, which they eat once they are ready. As well as supporting children to develop healthy habits, these activities also teach them about caring for living things. For example, children stated they wanted to make a scarecrow to protect their vegetables. Water is constantly available for children to access independently when they are thirsty. Children throughout the nursery are encouraged to drink it regularly particularly during the hotter months. Staff ensure that all children have access to the large outdoor area at least twice a day, as part of a healthy lifestyle. Therefore, children benefit from regular fresh air and outdoor activities.

Transitions within the nursery are generally managed well, although, the reasons for the progress check at age two are sometimes misunderstood and instead considered by some staff to be part of the transition process. Once children are ready to move onto the next stage in their learning, such as school, there are suitable arrangements in place to support them. The children's transition records are shared with schools and the teachers are welcomed into the nursery to meet the children and attend their Individual Educational Plan reviews. This helps children to have a smooth transition into their new setting and ensure that teachers are well informed to support their individual needs.

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

The leadership and management of the nursery have a sound understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Good arrangements are in place to safeguard children. Robust recruitment procedures ensure all potential staff are vetted. Staff have attended safeguarding training. This ensures they are aware of the possible signs of abuse and the procedure to follow if they are concerned about the welfare of any child in their care. Regular risk assessments ensure the environment is safe.

This inspection was brought forward following concerns received in relation to accidents that had occurred at the nursery, the recording and reporting of these accidents, supervision of the children, behaviour management procedures and how the nursery work in partnership with parents. The inspection found that accidents and incidents are reported and recorded appropriately. Staff communicate well with parents to resolve any concerns they may have and the management respond appropriately to any complaints and initiate improvements where necessary. Children are well supervised and staff are deployed effectively to meet the changing needs of children. For example, a small number of staff do not have any key children, so they can be effectively deployed around rooms

where required, such as when individual children need additional support. Discussions with other parents during the process of the inspection demonstrated that they are very happy with the communication they receive from staff. Parents' comments include, 'the staff are fabulous, they always inform us of any accidents,' 'I have never had any concerns, the nursery is so warm and welcoming' and 'children are really happy, they hide when it's time to go home'.

The manager has implemented informal systems for the performance management of staff. However, these systems are not fully effective because they do not consistently identify areas, which staff require the most support or training, such as, developing the staff team's knowledge and understanding of the importance of the progress check at age two. Reflective practice and self-evaluation is used generally well in the nursery to support improvements. For example, the manager has recently improved the methods of monitoring children's progress because she identified this as an area for improvement. However, developing staff's knowledge of how to complete this new tracking documentation has taken priority over the timely completion of the requirement of the Statutory framework for the Early Years Foundation Stage to complete the progress check between the ages of two and three years. The whole team has completed an evaluation of their nursery and practice through the local authority 'journey to excellence'.

Staff work well in partnership with parents and other professionals to support individual children, who may require additional support with their learning and development. For example, they all contribute to children's individual education plans, when required. Staff have a sound understanding of the advantage of liaising with other early years providers and local schools. This gives staff the ability to meet children's individual needs and ensures that there is continuity in their learning.

### **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

<b>Unique reference number</b>	511126
<b>Local authority</b>	Oldham
<b>Inspection number</b>	923017
<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>	80
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Gary Parkinson
<b>Date of previous inspection</b>	11/04/2013
<b>Telephone number</b>	0161 653 7589

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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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