

The Old Fire Station Day Nursery

Manchester Road, Mossley, Ashton-U-Lyne, OL5 9BB

Inspection date

17/07/2013

Previous inspection date

09/02/2009

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

- Children play in a vibrant, welcoming environment. They are looked after by dedicated practitioners, who meet children's individual care, learning and welfare needs well.
- Children form close and trusting relationships with practitioners; consequently they feel safe and secure.
- Ongoing self-reflection is robust and effectively highlights any areas for continued improvement. The views of parents, children and all practitioners are consistently and regularly sought, so that changes that are made are relevant.
- Children enjoy a variety of substantial, healthy and nutritious snacks. There is a well-balanced menu available, which ensures that children enjoy nutritious, freshly prepared food on a daily basis.
- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to school and future learning.

It is not yet outstanding because

- There is scope to develop further opportunities to consistently support all children as they prepare to move on to their next stage of learning.
- Communication with those parents, who are more reluctant to contribute, is not yet fully established.

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 during various indoor and outdoor activities.
- Joint observations were conducted with the managers during adult-led and child-led indoor activities.
- The inspector spoke with different staff during the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

The Old Fire Station Day Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from several large play areas on the first and second level of a refurbished fire station, which is located close to the town centre of Mossley in Tameside. There is an enclosed area for outdoor play. The nursery opens 7.30am to 6pm, Monday to Friday, for 51 weeks of the year, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 203 children on roll in the early years age group. The setting provides funded early education for two, three and four-year-old children and it supports a number of children, who speak English as an additional language.

The nursery employs 36 members of childcare staff. Of these, the majority of staff hold relevant childcare qualifications. One member of staff has the BA Honours in Childcare and Early Years. One staff has the Foundation Degree in Childcare and Early Years, whilst another is working to gain the same qualification. The Manager is working towards gaining Level 4 in Leadership and Management and eight staff are on apprenticeship training program working towards Level 2 and 3 in Childcare.

What the setting needs to do to improve further

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

- consolidate the arrangements with all schools to ensure consistency for all children when moving between nursery to school
- develop ways of working with all parents to support them in working in partnership with staff to aid continuity in all children's learning and development.

Inspection judgements

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

Children make good progress in their learning because practitioners provide a stimulating learning environment and plan exciting activities for them. Practitioners engage children in small scale projects that stem from something meaningful to children. For example, older children's interest in numbers is extended by activities with 'numercons'. Children learn to match numbers, problem solve and stack the counters in a variety of ways to make a sandwich, using coloured counters. This supports their mathematical thinking and helps

them to develop skills for starting school.

Children are progressing well in all areas of learning given their starting points. Practitioners obtain detailed information about children's routine and what they can do. For example, parents help practitioners make an initial assessment of children's starting points. They undertake a range of observations to effectively track children's progress, about how children settle and spontaneous observations. Alongside children's written observations, their development records include photographs to enable parents to gain an understanding about how children learn through play. Children take part in worthwhile activities to support their individual needs and interests, such as focused activities. The two year progress check is undertaken to enable practitioners to promote children's future learning. Any gaps in children's achievement are promptly identified and addressed. As a result, all children make good progress towards the early learning goals and are well prepared for the next stage in their learning.

All practitioners are involved in weekly planning meetings and discussions about their key children. Planning has depth and breadth and takes into account children's needs and interests. All adult-led activities are evaluated and include learning objectives and the next steps in learning. Weekly planning contains a balance of adult initiated and child initiated activities. Planning is flexible and allows for spontaneous events and children's interests.

Throughout the nursery practitioners demonstrate effective teaching methods to support children's communication and language. For example, they help children to form and associate letters and sounds through songs, rhymes and stories and through everyday conversation. Babies and older children begin to explore early writing as they make marks with their fingers in paint and sand trays and use chunky crayons. Children are enticed into the cosy book areas, where they show a keen interest in books. Good support is provided to children, who speak English as an additional language. For example, practitioners liaise with parents and learn simple words to support children.

Older children enjoy exploring creative materials as they use paint, glue sticks and paper to make shapes with their friends. Children are developing their creativity and imagination well as they use pretend to play in the home corner or dressing up. All children have good opportunities to learn by using their senses. Babies and young children regularly investigate the sensory play areas, use wooden objects in the treasure basket and experiment with paints, foam, water and gloop. All children enthusiastically prod, poke and make indentations with various cutters in the dough.

There are clear systems in place to keep parents informed about their children progress, such as consultations with the key persons. Regular newsletters, tailored guidance and parents meetings all contribute to work as partners in supporting children. Hence, most parents monitor their children's learning and development and discuss how practitioners intend to meet their children's learning priorities.

Children are safe and well-cared for in the calm and cosy nursery environment. Their emotional well-being is given high priority and good standards of care are evident. Practitioners are friendly and attentive, which creates a welcoming and cheerful atmosphere. All children demonstrate good levels of self-confidence and contentment because practitioners meet their needs well, especially young children and those new to the nursery.

The key person system is successfully embedded within the nursery. Children enjoy positive relationships with practitioners, who are caring and friendly. Practitioners take time to know children and their parents well. This helps foster positive relationships, which are beneficial to all children. Babies benefit from close interactions with practitioners to effectively support their care and learning. They are held in practitioner's arms while being fed and cradled to sleep. Babies happily explore their environment because they have developed secure attachments with practitioners. Children's independence is effectively supported through everyday routines. Babies and young children are developing their physical skills effectively as they pull themselves up to standing and walk around furniture. When playing outdoors, they enjoy pushing and pulling toys and balancing on apparatus. Children are developing their independence and self-care skills well. They patiently line up in a queue and wait their turn to be served freshly cooked, nutritious meals. Children are very well behaved and follow known routines. They take their plate of food and sit at the tables to eat their meals, with guidance from the supportive practitioners. Children use this opportunity to learn to socialise with one another. Babies and young children are served their meals appropriate for their age by practitioners, who hold babies in their arms and provide bottled milk.

There is a good balance between activities chosen by children and those led by adults. Children's needs are met effectively because practitioners are caring and attentive. Babies happily investigate the toys, such as, music games, fabric books and soft play items. Practitioners offer reassurance and cuddles as and when needed, nurturing their personal, social and emotional development effectively.

Children are very well prepared as they prepare to move on to new playrooms within the nursery. They make a number of visits with their key person, who provides reassurance as they get to know their new surroundings. Information is effectively passed on about children's learning, development and welfare to ensure children continue to experience good levels of continuity in their care. These changes are discussed thoroughly with parents enabling them to ensure that their children continue to feel safe and secure. Pre-school children are encouraged to develop their independence by putting their coats and shoes on and off and listening to instructions, in preparation for school. Practitioners generally support children well as they prepare to move on to primary school. They invite teachers to visit the nursery, so that children can begin to build attachments before they start school. However, there is scope to strengthen these processes for all children as some schools, which are further away, are not always forthcoming in supporting children's transitions. This results in some children's experience to their next school not being as positive as that of others.

The nursery has a good focus on exploring diversity with children. For example, children

learn about difference as they celebrate festivals and special events from around the world, such as, Diwali, Chinese New Year, Eid and Easter. Through the positive adult interaction and skilful support provided by practitioners, children progress comfortably within expected levels for their ages. Consequently, they are being well prepared for the next stage in their learning and development.

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

The inspection took place following concerns raised about a child, who had an accident in the nursery and due to concerns raised about the procedures for nappy changing. At the inspection the manager showed the inspector documentation of the accident. All necessary steps were taken by practitioners following the accident to comfort the child, provide suitable treatment and inform the parents immediately. The manager has reviewed the accident and found that it could not have been prevented. Practitioners present during the accident confirmed this. Practitioners carry out regular checks on babies and young children to make sure nappies are changed as needed. This information is recorded on information sheets provided to parents to include sleep and feed times. The nursery takes all the necessary steps to ensure children are appropriately checked and nappies are changed at frequent intervals. Practitioners are well qualified and deployed effectively to ensure correct ratios are maintained within the specific playrooms. As a result, children are closely supervised. Practitioners follow good hygiene procedures. The inspection findings show that the manager has taken all the necessary steps to ensure practitioners continue to work at the nursery with children's well-being at heart and with integrity.

A great strength of the nursery is the strong leadership and management, which ensures that high standards are maintained and expert knowledge is cascaded to all practitioners, benefiting both parents and children. All practitioners have a good knowledge of the Early Years Foundation Stage and they further enhance their knowledge of early years through gaining professional qualifications.

Policies and procedures are comprehensive, regularly updated and underpin the effective practice of the practitioners. These are shared with parents to help protect children's safety. Practitioners have a good understanding of safeguarding procedures and are confident in identifying any child at risk of harm. The recruitment of practitioners is robust, with effective induction and vetting procedures in place for new practitioners and students. This means that children remain safe in an environment, where all practitioners are aware of their roles and responsibilities to effectively protect children.

Children are kept safe in the nursery because staff are vigilant and ensure that the environment is well organised and secure. This includes the use of CCTV, which is used for monitoring practice throughout the nursery. Equipment and rooms are checked daily and

risks are minimised through the use of robust risk assessments that are regularly reviewed. As a result, children play in a safe and secure environment.

Effective procedures for monitoring, appraisal and mentoring supports staff in their ongoing professional development. Systems to evaluate nursery practice and develop appropriate action plans for future development are effective and take into account the views of children and parents. For example, the recommendations from the last inspection are fully implemented, resulting in positive benefits to children. Consequently, children directly benefit from continuous improvements to their care and development. Also, the management team have a good overview of the curriculum through effective monitoring of the educational programme. This ensures children receive a broad range of learning experiences, which consistently promotes their progress towards the early learning goals.

Partnerships with parents are generally good and parents have access to a broad range of information about their children's learning and development. The use of the 'Home Link' book for older children enables parents to support their learning at home. Learning journals, regular parents evenings and in-depth daily discussions provide parents with a wide range of information regarding children's welfare and learning. However, these systems do not ensure all parents know how to fully support children's learning at home. Parents comment that they are happy with the progress their children are making at the nursery. The nursery staff have experience of working in partnership with various agencies and other professionals when required and has developed links with the local Children's Centre.

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	EY370162
Local authority	Tameside
Inspection number	927293
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	150
Number of children on roll	203
Name of provider	Kids Zone Mossley Limited
Date of previous inspection	09/02/2009
Telephone number	01457834890

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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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