

Diggle Day Nursery and Education Centre Ltd

Huddersfield Road, Diggle, SADDLEWORTH, Oldham, OL3 5PJ

Inspection date	08/08/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's safety and security is a high priority in the setting and staff demonstrate a very good understanding of how to protect children's welfare.
- Children and babies are confident and happy because they form attachments to key persons. This supports their emotional well-being so they enjoy their play and learning.
- Staff have a good knowledge of how to effectively support children's learning through planning, observation and assessment. They use children's interests and information from parents to provide experiences that motivate children to learn.
- The experience and qualifications of the owner and managers enables them to make purposeful plans to enhance the provision for children, in order to bring about continuous improvement.

It is not yet outstanding because

- Some activities are not always thoroughly planned in order to take full account of the social and behavioural development of the youngest children when staff work with groups spanning different ages.
- Recent changes to the very good methods used to find out what children can do when they join the setting have not been fully embedded. As a result, their impact on children's progress and planning is not yet clear.

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 reviewed a range of information available about the setting, to prepare for the inspection, including on the internet.
- A tour of the premises was made, and the inspector had an initial meeting with the owner to establish a timetable for the day, which included time to discuss the leadership and management of the setting.
- The inspector carried out observations on childcare staff and their interactions with children throughout the day and examined documentation related to children's welfare and learning.
- Some staff members were interviewed to ascertain their knowledge of areas, such as safeguarding and individual children's learning.
- A joint observation was made by the inspector and the owner of a member of staff who was leading an activity for a small group of children.
- The inspector also spoke to children to gain information about their learning.
- Parents were encouraged to share their views about their children's care and learning in the setting.

Inspector

Jennifer Kennaugh

Full Report**Information about the setting**

Diggle Day Nursery and Education Centre Ltd registered in 2013 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from the former Methodist Church in Wrigley Mill in Diggle, Oldham. All children have access to an enclosed outdoor play area. The setting is accessible to all children and adults.

The setting is open weekdays throughout the year from 7.30am to 6pm and is closed on bank holidays. Wraparound care is open during term time on weekdays from 7.30am to 8.40am and from 3pm to 6.30pm for school-age children. During school holidays, the holiday provision is open from 7.30am to 6.30pm. The setting employs eight members of staff and all hold appropriate early years qualifications at level 3 or higher. The manager and deputy manager have relevant level 6 qualifications. There are currently 26 children on roll in the early years age group, attending for a variety of sessions. The setting provides funded early education for three- and four-year-old children.

The setting is a member of the National Day Nurseries Association and receives support from Oldham Early Years Services.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- embed the recent changes for assessing children's development when they enter the setting and evaluate their impact on planning for children's future learning
- enhance the ways in which adult-led activities are structured to meet the personal, social and emotional needs of all children, when operating with mixed age groups.

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, as key persons have strong knowledge of how individual children learn. Staff make plans for inclusive activities based on their observations of what individual children can do and use information about their interests to help motivate them in their learning. The educational programmes have depth and

breadth that are well-matched to children's ages and stages. Observations are made frequently on children's learning and these are compared to expected developmental norms for children's ages. Comprehensive assessments are made of children's learning, through tracking their progress in detail. This enables staff to see if progress is as expected, above, or below for their age and stage. Consequently, staff can address any gaps in learning that may emerge, so that early intervention can prevent greater future difficulties. The setting has made recent changes to enhance the ways in which it assesses what children can do when they join. However, these are not fully embedded and their impact on planning for children's learning is not yet available for evaluation to ensure they make even further progress.

Babies explore a good selection of simple cause and effect toys, sturdy books and textured toys. Their manipulative skills are developed as they push buttons and turn knobs to hear music or watch lights flash. This also forms the basis for using information communication technology in future learning. Staff support babies to play with 'treasure baskets' of different textured objects and extend their communication skills by talking about the objects that babies choose. Consequently, babies are well-supported in their physical, cognitive and language development. Staff follow their interests and also help them to look at books, to stimulate speech by pointing out the pictures. They talk to babies during meals and nappy-changes, using the opportunity to further develop communication skills during every day routines. Babies have opportunities to explore making marks using paints to learn that their actions produce an effect. Staff plan activities that interest a range of ages when this is needed, such as when younger children are in transition up to the pre-school room. For example, they make coloured play dough using glitter and children have opportunities to help measure and mix the ingredients as part of their learning about early mathematics. The experience also reinforces turn taking and provides opportunities for older children to help others. However, not enough account is always taken of the ability of very young children to manage turn taking in mixed age groups. This leads to occasional disruption until their needs can be met, such as by providing separate sets of ingredients and equipment for their individual use.

Older children use a variety of media and materials to make models and pictures and meanings to what they produce. These creative activities form the basis for later learning about the meaning of letters and other symbols. Staff in the pre-school room plan daily sessions to teach children about phonics and this contributes to children making good progress in learning about letters and sounds. Children learn about the natural world by staff organising walks in the local countryside. They play with small world toys, developing their ability to think about what these could do if they were real and to communicate this to others. As a result, they extend their speaking skills. Staff have a very good understanding of how to use questions to enhance children's ability to think critically before replying. This enhances children's cognitive and communication development. Staff also demonstrate an effective understanding of how to build on children's existing knowledge of words. For example, when a child says the name of an object, they repeat this back to the child with the colour, extending their ability to link words together. Children have access to computers and an interactive whiteboard to play simple games in numeracy and literacy, while developing their familiarity with information, communication and technology equipment. The setting displays a range of images of other cultures and countries, in order to stimulate children to ask questions that broaden their knowledge of

the wider world. Overall, children are well-prepared with the skills and knowledge needed for their next stages in learning.

Parents can take children's learning records home in order to read them and there is space in the record for parents to make observations or comments. Additionally, babies have daily diary sheets that are shared between home and the nursery, to keep parents well-informed about children's welfare and activities. These provide very good detail about the activities that have been provided for babies over the day, so that parents gain a thorough understanding of the learning experiences they enjoy. The setting explores ways to help parents share information about their children's experiences at home and this is effective in providing staff with additional information to plan for children's learning. Links have been initiated with other local early years settings when children attend more than one setting, in order to exchange information to better support their individual learning.

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

The setting operates a key person system in order to support children's emotional welfare and key persons show strong knowledge of children, their routines and their preferences. Key persons can, therefore, provide effective support for children's emotional well-being, which consequently facilitates children's learning. Children and babies demonstrate their confidence by exploring the space and resources thoroughly, indoors and outside, as well as by frequently engaging staff in their play. In the pre-school room, there is a strong emphasis on children developing a sense of responsibility and independence. This is through the well-organised approach to tidy-up times, when staff use music and visual cues, such as giant egg-timers to show children when this needs to begin. Children in all rooms are encouraged to serve themselves at snack and meal times as soon as they are able, in order to further develop their self-help skills.

Children's behaviour is good and they use resources safely, showing a high regard for their own safety and that of others. This is because staff demonstrate a consistently effective approach in order to help children learn to manage their feelings and actions towards others. Resources and toys are highly accessible and cover the breadth of the areas of learning in the Early Years Foundation Stage. Consequently, children develop independence because they make their own decisions about what to play with. Children's welfare is very well-protected by a comprehensive range of policies and parental permissions. The setting provides an outdoor environment which gives children opportunities to take reasonable risk in their play, with careful supervision. Staff also organise local outings to provide further opportunities for this, to enrich the outdoor experiences provided by the setting. Outdoor areas are well-resourced with equipment for children to develop their whole body control. Children have ample opportunities to run, bounce and pedal as part of enjoying exercise in a balanced lifestyle.

Children show a good level of self-care and manage a variety of aspects of personal hygiene appropriate to their age and stage. For example, staff talk to children about the importance of washing their hands thoroughly and, as a result, children have opportunities to learn effective hygiene routines. Meals are healthy and children have independent

access to water over the day. This ensures that children receive a balanced diet and learn to manage their own needs for drinks. All areas of the nursery are exceptionally clean and well-maintained to help prevent the spread of any germs. Suitable practical safety measures, such as safety gates and high wall heaters, are in place to help prevent accidents. An entry system with a camera is used on the main door and stairs, to protect children by preventing unauthorised access to the building. Staff deployment is observed to be effective to support children's welfare and learning.

Transitions within the setting are well-managed, with plenty of discussion with parents to support children when changing rooms. A highly flexible approach, which is based on the needs of the individual child, is taken at all transition times, to maintain children's emotional well-being. The setting requests information from any previous settings attended by children in order to inform their initial planning and also seeks detailed information from parents to supplement this. Comprehensive information to support children's good health and well-being is kept from when children join the setting, in order to meet their needs, such as dietary requirements.

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

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely in permitted areas. Staff have a comprehensive understanding of how to manage any concerns they may have about a child's welfare due to good knowledge of safeguarding procedures. The owner, managers and staff are checked and vetted for suitability to work with children. All documentation related to statutory requirements is completed to support the safe and effective running of the setting, including a policy for the use of devices with cameras on the premises, such as mobile phones. A comprehensive range of policies and procedures is used to maintain a high standard of care and learning for all children in the nursery.

Responsibilities of staff and managers are clearly defined to ensure that staff have a clear understanding of how to carry out their roles to a high standard. Procedures for recruitment, induction and staff performance management are comprehensive. As a result, the setting is building and supporting an effective staff team to maintain good care and learning for children. Staff are supported to identify areas where they would like more training through regular meetings as a whole group and also through the appraisal process. The owner shows a high level of awareness of how to manage training and professional development that meets the need of a newly formed staff team. Hence, this enhances the care and education provided by the setting.

Staff plan educational programmes based on the needs of individual children, which provide good levels of challenge appropriate to their age and stage of development. There are thorough systems in place to monitor the quality and consistency of observations, planning and assessment of children's learning. This means that good practice to support children's learning is maintained throughout the setting. The quality of teaching is

monitored by managers through frequent observations. This enables any perceived underperformance to be quickly tackled so that staff are clear about the high standards expected from them, when working to build children's learning.

The setting has quickly established good partnerships with parents, who praise it for the standards of care and education for children. Parents contribute to the setting development plan both through verbal and written means. Staff have regular opportunities to share information with the manager and owner for the evaluation process at whole staff meetings and appraisals. Pre-school children are asked for their views about activities in order to give them a voice in the setting, showing them that their ideas are important. The setting demonstrates a purposeful approach to self-evaluation. This is because the owner uses her experience from operating an additional setting to reflect and plan for continuous improvements in order to enhance the recently opened provision. The owner demonstrates a high level of awareness of the importance of working in partnership with other agencies and professionals in order to support children's care and well-being.

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	EY455670
Local authority	Oldham
Inspection number	905565
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	116
Number of children on roll	26
Name of provider	Diggle Day Nursery and Education Centre Ltd
Date of previous inspection	not applicable
Telephone number	01457 877915

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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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