

Genesis Day Care Nursery Ltd

23 Clifton Street, Milnrow, ROCHDALE, Lancashire, OL16 4HP

Inspection date	28/08/2013
Previous inspection date	12/10/2011

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 language and communication skills are very well supported in the nursery. As a result, children develop a good acquisition of language.
- Children develop healthy habits because staff implement numerous activities, such as regular physical exercise, growing their own fruit and a tooth brushing programme.
- Partnerships with parents are strength of the nursery. As a result, parents feel fully involved in their child's learning and development.
- Staff are good role models and offer children lots of praise and encouragement. As a result, children are polite and courteous.

It is not yet outstanding because

- There is scope to improve the existing systems to monitor the performance of staff so that leaders and managers consistently identify where support by the staff is needed the most.

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 had a tour of the premises and held a meeting with the manager.
- The inspector observed the staff as they interacted with the children and completed a joint observation with the registered provider.
- The inspector looked at some paperwork, including children's records and the nursery's safe recruitment procedures.
- The inspector ensured the views of parents were included through discussions.

Inspector

Karen McWilliam

Full Report

Information about the setting

Genesis Day Care Nursery Ltd was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Milnrow area of Rochdale, and is one of two nurseries owned by the same provider. The nursery serves the local area and is accessible to all children and there are enclosed areas available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications at levels 3 and 5, including one with Early Years Professional Status.

The nursery opens 51 weeks a year Monday to Friday. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 110 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance the existing systems to monitor staff performance in order that support is consistently identified to ensure the continuous professional development of all staff and so that children continue to benefit from the rich learning opportunities.

Inspection judgements

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

The staff have a good understanding of the learning and development requirements. Children enjoy a range of resources that cover the required areas of learning well. 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' booklets and have informal discussions with staff. This ensures staff know the children well as they are settling-in. Throughout the nursery they regularly observe children and plan experiences for children to take part in. As a result, the next steps in children's learning are meaningful and relevant. Children are confident talkers who are keen to communicate. They interact positively with their friends and adults and welcome visitors into their play. For example, children approach visitors and explain where the little frog that they found in the garden lives.

Staff constantly interact with children and challenge their thinking very well. They skilfully

question children by asking lots of open-ended questions. For example, staff ask the 'baker' what they need to do to make more cakes. As a result, children discuss going to the supermarket to buy ingredients, such as flour and sugar. Staff challenge children further by asking them to recall earlier discussions. For example, they say 'can you remember what we said about the cherries?' In the two- to three-year-old children's room they are engaged and motivated while they take part in their daily 'every child a talker' sessions. They maintain focus while they each wait for their turn to match patterns to the animals and sound out the noise the animal makes. In the under two's room babies take part in their daily 'sign and rhyme' time. Staff use visual aids and lots of actions to support young children's communication and language skills. Children engage in numerous other activities to further support their skills, such as regular story sessions where staff use lots of intonation and act out the 'characters'. As a result, children acquire a good acquisition of language.

Staff regularly assess the progress children make across the seven areas of learning. Each child has their individual ongoing assessment record and a six monthly progress check. Furthermore, staff complete the required 'progress check at age two' and a written summary is provided for parents. In addition, the nursery manager regularly monitors the children's progress in the pre-school room. Therefore, has a sound overview of the group's progress and any gaps in individual children's learning or groups of children, are identified and addressed. She plans to further extend her overview to the two- to three-year-old room. The staff have many methods in place to support parents to share information regarding their child's learning at home and support their learning in nursery. For example, they send home a 'three stars and a wish' form every month so that parents can share their child's achievements and activities at home. All completed forms that the nursery receives are added to the child's individual planning. In addition, all parents are invited to 'stay and play' and activity sessions and regular open days and parents' evenings. Staff also invite parents to training sessions, such as 'letters and sounds'. As a result, parents' state they feel very involved in their child's learning.

In the under two's room young children explore their environment confidently and choose from a good 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 are encouraged to explore and enjoy the feel of cornflour and water mixture, jelly, sand and water. 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, they use a range of movements as they play in the outdoor areas or pull themselves up on the furniture and there is ample space for babies to crawl.

All children have good access to mark making tools indoors and outdoors, such as, chinks, pencils and crayons to develop early writing skills. For example, young children use a range of skills while they use brushes and water outdoors to create pictures on the walls or use sticks in the mud. As a result, children competently draw lines and circles. In the older children's rooms literacy is very well supported. Children take part in daily 'letters and sounds' activities and confidently sound out and write the letters of their names and other words. Children's mathematical development is very well supported through a range of planned and self-chosen activities. They display a high level of concentration and

interest when they take part in counting activities. For example, children learn about adding and subtraction while they take part in well-planned number rhyme activities, such as 'five little ducks' and 'five currant buns'. They learn about shape and size as they construct tall towers with assorted bricks or name two dimensional shapes with their name on while they self-register. Children confidently and spontaneously use mathematical language in their play. For example, they describe the 'big' slug and the 'little' frog. Children's self-care skills are fostered very well throughout the nursery. For example, children help to tidy up at the end of the session by putting the toys away and sweeping up and they help to serve their own meals.

A good range of small world and role-play resources provide children with opportunities to try out different roles, including, hair dressers. Outings to the shops further support children to learn first-hand about their local community. Children learn to care for living things in the garden as they tend to their plants and build a house and a pond for their frog. They also take part in activities, which support their awareness of caring for the environment. For example, children pour potato peelings into their compost heap to later add it to their gardens. Equality and diversity is promoted well. The nursery has an adequate range of resources, such as dolls and small world resources to support children's understanding and acceptance of the diversity of the world in which they live. In addition, children bring in their family photographs and sit with staff in small groups to discuss their families. Therefore, children develop an awareness and understanding of the diversity of the world in which they live. All the children have access the outdoor areas, where they play on a good range of equipment to support their physical development. For example, children play on climbing equipment, kick balls and they develop strong muscles as they run around in the ample space. These activities support children well to

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

There is a good range of well-maintained, safe and age-appropriate resources for children to enjoy both indoors and outdoors. These 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 and explore in. Children demonstrate their growing awareness of to keep themselves safe by stating 'we do not put our knives in our mouths' to other children at meal times. Children behave extremely well and demonstrate friendly and helpful behaviours towards their friends. For example, older children guide the children that are visiting their rooms as part of the internal transition process, to where they put their names when they are self-registering. This is because staff are good role models who implement consistent strategies and offer children explanations and lots of praise. As a result, children learn the behaviour expectations of the nursery very well.

Children are happy and content throughout the nursery. They are busy and enthusiastic learners who interact positively with adults and other children, which support them to make friends. 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 and individualised settling-in procedures ensure staff know them well before children are left in their care. Consequently, children separate well from their main carers and settle-in

appropriately.

Children's health is effectively promoted by the nursery. Staff ensure the menus are healthy and nutritious and have achieved the 'golden grin' award for their contribution to children's health. Children take part in lots of extra activities, such as, dance, aerobics and football to ensure they have regular exercise. In addition, children brush their teeth after every meal. Staff ensure that all children have regular access to the large outdoor area as part of a healthy lifestyle. Therefore, children benefit from regular fresh air and outdoor activities. Children begin to manage their own personal care needs. Young children begin to feed themselves and older children use their cutlery competently.

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 staff make arrangements to meet with teachers. 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 good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. Robust recruitment procedures ensure all staff are vetted and suitable to work with children. Most 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. Furthermore, staff are very clear about the procedure they would follow should there be any allegations regarding the adults within the nursery. Most staff are trained to administer first aid. Therefore, there is always on first aider on-site when children are present. Accident and medication forms are maintained and signed by parents and staff are very clear about how to respond to any minor and serious accidents involving children in nursery.

The manager has implemented many ways to evaluate the quality of service the nursery provides. For example, as a team, the nursery has audited their provision via the local authorities 'High Five' evaluation tool and the views of parents are sought regularly through many methods, including questionnaires and newsletters. This is used well to bring about improvements to the nursery. Although the manager had recently introduced reviews to monitor the performance of staff and to identify training needs there is scope to improve the overall monitoring systems currently in place at the nursery. This is because they are not completely embedded and fully effective in identifying where some support for staff is needed the most to ensure children continue to benefit from rich learning opportunities.

Partnerships with others are clearly a strength of the nursery. The nursery's 'parent liaison officer' works hard to ensure parents are fully involved and their views are valued. Parents state they feel involved in their child's learning and are very complimentary of the nursery and the staff. They say the staff are brilliant and they are very happy with the progress

their children make. Parents feel they are well informed about their child's day through informal chats at the beginning and end of the day and the daily sheets and activity board. Partnerships with other professionals are equally effective. For example, the staff work closely with their local authority development worker. They visit the nursery regularly to support staff with improvements that benefit the children, such as, improving their methods of observation, assessment and planning. Staff have a good 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

Unique reference number	EY287107
Local authority	Rochdale
Inspection number	915041
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	110
Name of provider	Genesis Day Care Nursery Ltd
Date of previous inspection	12/10/2011
Telephone number	01706 869 243

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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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