

# Quackers Kids Day Nursery @ Ridge Hill

1st Floor Ridge Hill Children's Centre, School Crescent, STALYBRIDGE, Cheshire, SK15 1EA

<b>Inspection date</b>	27/08/2013
Previous inspection date	14/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- The educational programme is well planned by knowledgeable staff to cover all areas of learning and provide challenging, interesting and motivating experiences for all children. As a result, they make good progress in relation to their starting points.
- The secure and well-embedded key person system helps children to form secure emotional attachments as they skilfully support them in their play. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Arrangements for safeguarding children are well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Partnerships with parents, external agencies and other early years providers are generally very strong and make a significant contribution to meeting all children's needs.

### It is not yet outstanding because

- On occasions, the management of children and organisation of mealtimes is not used to maximum effect in order to further enhance children's good social development.
- Information gained from parents with regard to children's starting points does not always provide staff with the extremely detailed information they require to help them enrich the planning for children's future learning needs.

## 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.

## Inspection activities

- The inspector observed children's activities in the main playrooms and outdoor environment.
- The inspector carried out a joint observation with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and the observation, assessment and planning system.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Julie Kelly

## Full Report

### Information about the setting

Quackers Kids Day Nursery at Ridge Hill is a limited company and was registered in 2008 on the Early Years Register. It operates from the first floor of the Ridge Hill Children's Centre in the Stalybridge area of Cheshire. Children are cared for in a large open area, which is divided to meet children's developmental needs. All children share access to a large secure outdoor play area.

The nursery is open each weekday from 7.30am to 6pm, all year round, with the exception of a week over the Christmas period and all statutory bank holidays. There are currently 50 children on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are a total of 14 members of staff employed who work directly with the children on either a full or part-time basis. Of these, 10 hold an early years qualification at level 3, one holds an early years qualification at level 2 and one is unqualified. The manager and deputy manager hold an early years qualification at level 6.

The nursery is a member of the National Day Nursery Association and the Preschool Learning Alliance.

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

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

- enhance the depth of information gathered from parents about children's learning and development on their entry to the nursery in order to further enrich the planning process, for example, by reviewing the 'All about Me' booklet
- review the arrangements for the organisation of mealtimes so that all children are consistently provided with the space, time and opportunities to build on their existing good social skills.

### Inspection judgements

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

Children's enthusiasm for learning, and levels in which they succeed, is enhanced by staff who have a very good understanding of how to capture children's interests and recognises fully that children learn through play. Teaching techniques are strong throughout the

nursery and in some instances outstanding. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. The indoor learning environment is well organised into areas of continuous provision to ensure all children have access to a broad and balanced curriculum. It is stimulating and exciting and well equipped with a wide range of interesting resources to promote children's natural curiosity and develop their exploratory skills. For example, babies explore the black and white area, which contains an array of different textured materials and effectively encourages them to learn through their senses. Older children enjoy opportunities to explore a broad range of media and materials, such as sand, water, dough, shaving foam and paint.

Staff place a strong focus on helping children to acquire personal, social and emotional skills and supporting their physical and communication and language development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and school. For example, staff teach children to adopt a 'can do' attitude and through positive praise encourage them to persevere with tasks they find difficult. Babies and children demonstrate high levels of confidence as they freely move around the environment and make independent choices about what they want to do. Staff provide sensitive support to help children to achieve and are skilful at knowing when to intervene in their play and when to stand back and observe. This means that children have opportunities to find out things for themselves and also learn new skills from staff.

Children develop their language and communication skills as they listen attentively to staff as they talk to children during play and daily routines. Staff provide children with opportunities to develop their listening and attention skills as they carefully plan daily circle times. For example, babies take part in 'Daisy Duck' time when they wake up the duck by shouting her name; pass her around the circle saying 'good morning Daisy'. They sing rhymes and songs using the 'friendship ring' and coordinate their arm movements as they 'wind the bobbin up'. Babies' ability to participate and engage with the activity, sitting on circle mats and joining in, is truly remarkable for such very young children. They bounce up and down and squeal with delight and excitement in anticipation of the activity and say 'again, again' after each song. Staff know the children in their care very well and intuitively 'tune in' to the individual words they use to communicate their needs. Staff introduce new words, such as 'gazelle', 'mane' and 'roar' to extend children's vocabulary and provide a running commentary to describe what they are doing. Pre-school children develop good literacy skills as they take part in a phonics programme and demonstrate their understanding as they sound out letters when writing their names. The effective use of pictures, signs, symbols and visual timetables support those children who need extra support, such as those with language difficulties and children who speak English as an additional language. Children have many opportunities to develop their large muscle control and coordination as they ride wheeled toys, practise ball skills and jump in and out of tyres in the outdoor environment.

Observations and assessments are accurate and precise and create a clear picture of children's current learning and next steps for future learning and progress. They also include children's preferred learning styles, for example, so that children who learn best outdoors have ample opportunities to do this. Staff gather information on entry about children's favourite activities and their individual interests, and this information along with

subsequent observations are used to plan for children's future learning. However, there is scope to obtain more detailed information from parents about children's learning and development, in order to further enhance staffs' knowledge of children's starting points and enrich the planning process. The system enables key persons to easily identify children's strengths and areas where more development is needed. Therefore, interventions are timely and any gaps in learning are quickly identified. This means that all children are able to reach their full potential and the achievement gap is narrowing. Children with special educational needs and/or disabilities are supported particularly well through effective partnerships with parents. In addition, staff work effectively with external professionals, such as speech and language therapists and physiotherapists to ensure continuity of care and learning.

Children's learning journey records are maintained to a high standard and contain a wide range of information including photographs, detailed observations and examples of their work. Parents are fully involved in their children's learning, which makes a good contribution to meeting their individual needs. Staff share two-way information with parents about their children's learning in the nursery and at home through daily conversations and regular access to children's individual profiles. Parents are also invited to monthly 'talkback' sessions when they meet with key persons to discuss their child's progress. As a result, parents are kept fully informed of their children's development; staff are able to build on children's experiences at home and effectively help parents to support their children's learning.

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

Key persons are skilled and sensitive and support children to form strong, secure emotional attachments, which provide a solid foundation to develop their personal, social and emotional skills. The sensitive, caring interaction between staff and children ensures that all children form positive and trusting relationships. Staff ensure that children can make choices in their activities, but also very importantly provide a familiar routine, which successfully promotes their emotional security. They use positive praise and clear guidance and boundaries to manage children's behaviour, which are appropriate to children's levels of understanding. Staff skilfully adopt distraction techniques, talk calmly to children and offer alternative resources and activities to effectively manage any minor behavioural issues. As a result, their behaviour is consistently good.

Babies and children demonstrate high levels of independence and competently manage their own care needs. For example, babies feed themselves, toddlers' access and put on and take off their aprons and pre-school children serve their own meals. Children sit and chat with staff at meal and snack times and are encouraged to interact with other children. However, on occasions the management of children at this time and organisation of the eating space is not used to maximum effect as an opportunity for children to further enhance their social development. Staff role model good hygiene practices and teach children about the importance of washing their hands before eating and after using the bathroom to remove germs. Children have daily access to outdoor play to access regular fresh air and exercise and the provision of music and dance sessions helps them become aware of the effect physical activity has on their bodies. For example, children say that

their 'heart is beating fast, because they have been moving around' and that they 'are hot and need a drink'. Opportunities for quiet activities, such as story and singing times enable babies and young children to snuggle up on their key person's knee and rest and relax. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff teach children about keeping themselves safe when in the nursery and when on visits. For example, they teach children to use scissors, tools and garden implements safely and remind them that they need a hat on when playing outside in the hot weather. Children demonstrate their understanding as they confidently explain, 'you have to put sun cream on because if you don't the sun will burn you'. Children learn about healthy eating as they are provided with nutritious snacks and meals and given opportunities to try new foods and textures.

Staff work very closely in partnership with parents from the point of entry to gather information about children's likes, dislikes, routines and favourite activities. As a result, children settle well and are effectively supported in the transition from home to the nursery. Furthermore, the effective arrangements in place for children to attend gradual admission sessions mean that they quickly adapt to daily routines and confidently form new friendships.

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

The manager and deputy manager take overall responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. Furthermore, the manager oversees and regularly checks children's learning journeys to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. Through robust support systems, such as observation of practice, role modelling and mentoring, staff are expertly guided in their practice to achieve the high aspirations of the manager and senior management team. The manager and staff team are passionate and committed to their work with children and this is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. The self-evaluation system is rigorous with clear targets set for improvement, it incorporates the views of children and parents and includes advice from the local authority early years consultant. Staff constantly evaluate their practice and the environment, through regular room evaluation meetings, to ensure they continue to improve, as they strive to provide the best possible care and education for all children.

Staff have a good knowledge and understanding of how to protect and safeguard all children and policies and procedures are known by all staff and implemented consistently. They are fully aware of what to do and who to contact if there are any safeguarding concerns and all staff have attended safeguarding training. Risks are managed effectively and daily checks of the indoor and outdoor environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and extensive security systems, such as keypad locks on doors and gates, ensure that children

are kept safe at all times. Robust recruitment and selection procedures, for example, induction, probationary periods and completion of checks pertaining to their suitability, ensures that practitioners are skilled and safe and children are well protected. Staff's ongoing suitability and quality of teaching is monitored through supervision, appraisal and a programme of training to address underperformance and increase staff skills.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are very strong. Staff organise regular parent forums when they share video footage of children playing in the nursery. This gives them the opportunity to explain to parents the purpose of these activities and what their children are learning from them. These meetings are also used effectively to provide parents with ideas of activities to help support their children's learning at home. Furthermore, the organisation of social events, such as summer barbecues and tea parties enable parents and children to get to know each other outside the nursery environment. Children's learning journeys are shared with parents and they access a broad range of information in the form of displays, photographs and regular newsletters. A great emphasis is placed on daily, face-to-face communications, achieved through the meet-and-greet open door policy. Systems for effective working with other early years providers, such as local schools and nurseries, are in place to provide continuity and consistency for children's care and learning. Reception class teachers are invited to visit the nursery to get to know the children and share their learning and development, which effectively supports children with the transition to school.

Parents are highly complimentary about the staff and the care and education their children receive. They comment that children settle well because staff take the time to get to know children's individual needs and ensure they and their families are welcomed into the friendly, nurturing environment. They say that their children enjoy their time at the nursery, are confident, independent and happy and make good progress in their learning.

## 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>	EY365144
<b>Local authority</b>	Tameside
<b>Inspection number</b>	915171
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	56
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Quackers Kids Limited
<b>Date of previous inspection</b>	14/12/2009
<b>Telephone number</b>	0161 303 2393

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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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