

Just 4 Two's @ Adswood

Abacus Childrens Centre, 120 Garners Lane, STOCKPORT, Cheshire, SK3 8QW

Inspection date

Previous inspection date

27/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are confident and happy; they form positive relationships with staff, and so, are ready to learn.
- Staff have a good understanding of how children learn and develop. They provide good support to extend children's learning so children progress well.
- The staff provide a good range of stimulating activities both indoors and outdoors, which capture children's interest.
- Strong links with external agencies and parents, support the children to make good progress and develop skills that will prepare them for starting school.

It is not yet outstanding because

- The management team has not shared the setting's evaluation and action plans with all staff and parents, to allow them to comment and contribute to the future development of the setting.

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 at play in the playroom and outside areas.
- The inspector held discussions with the management team and staff.
- The inspector talked to parents to gain their views.
- The inspector examined records and documents provided by the manager and staff.

Inspector

Nicola Kirk

Full Report

Information about the setting

Just 4 Two's @ Adswood was registered in 2013 on the Early Years Register. The 'Just 4 Two's' is one of six provisions managed by Marple Childcare Ltd, a not for profit cooperatively owned company. The setting operates from a ground floor room in Adswood Children's Centre, in the Adswood area of Stockport. Children have access to a large playroom and a secure outdoor play area. The nursery provides care to children aged two years who can attend for 15 hours per week. It is in receipt of funding for the provision of free early education the nursery is open Tuesday and Thursday from 9am to 3.15pm and Friday from 9am to 11.30am term time only. The setting employs six members of staff, the deputy and manager both hold an Honours Degree in Early Childhood Education, and the deputy also holds Early Years Professional status. Three members of staff hold level 3 qualifications in childcare and one holds a level 2 qualification in childcare. There are 20 children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- extend self-evaluation processes in order to drive continuous improvement as well as possible, by sharing and developing the setting's evaluation and action plans with all staff and parents.

Inspection judgements

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

Children enjoy a good range of stimulating activities. Staff encourage children to play with a variety of sensory and creative resources, such as, sand and water, torches, and dancing with stretchy materials. Children enjoy exploring a range of media and materials, using glue and scissors to make models from recycled materials and pictures. Staff talk to the children while they play, encouraging them to explore the textures. Staff take advantage of such experiences to extend children's knowledge and thinking skills. They listen carefully to what children say and encourage further thought and discussion.

The children learn about the natural world in the interesting outdoor areas planned by staff. Children engage in role play in the house, explore digging in the large sand pit and enjoy exploring the 'secret garden area' with its willow house and climbing frame.

Children freely play with puzzles, different sized animals, sorting shapes, building bricks

and other construction toys. These resources, along with bright colourful displays, help children's mathematical understanding of shape, space and number. Development of children's communication and language skills is supported through the daily use of stories and songs. Staff use visual props to support children in speaking and learning new words. Children choose animals from a box of animals and join in with songs, such as 'old MacDonald'. Staff use the outside area and resources to retell familiar stories, such as the story of the three little pigs, in the wooden outdoor house. Visual timetables are used for some children to help them understand the day's routines. Children learn that print conveys meaning, by being encouraged to find their name on their mat, at snack time.

The playroom is thoughtfully laid out to encourage children to explore and choose activities to play with. Resources are well organised and clearly labelled, helping children to become independent learners. Resources and books encourage children to learn about other cultures, and staff learn greetings in other languages, to support children who speak English as an additional language to make progress in speaking and listening. Children play cooperatively with each other; they are learning to share and take turns. Consequently, they are learning the skills that they need to be ready for school.

Children are making good progress, taking into consideration their starting points and individual needs. Staff show a good understanding of how children learn and develop. They use this knowledge to plan interesting activities. Staff are skilled at developing children's learning by extending their play. They ask open-ended questions and encourage children to solve problems and explore.

Staff support children with special educational needs and/or disabilities to make good progress, through linking with other agencies and their parents, arranging meetings regularly to discuss progress and next steps together. Staff also link with other agencies to complete the two-year progress check, to ensure all children are fully supported.

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

There is a good key person system, which helps to build positive relationships with parents. This system helps staff to gain a good understanding of each child's likes and dislikes and stage of development before they enter the setting; this is recorded in each child's 'All about Me' document. Staff make accurate observations of children's play and use these to plan interesting activities to meet children's individual needs and interests. They form positive relationships with children and parents, so children feel emotionally secure and separate from their parents easily. They are happy and confident to play and explore, showing that they feel safe and secure. Consistent daily routines help children to understand what is happening next, such as learning that snack time comes before singing.

Staff ensure that children remain safe in the setting. Children are encouraged to wash their hands before snack time, and staff talk to the children about why it is important. Children are given choices of healthy snacks at snack time, and learn about a healthy diet. Children are encouraged to be independent and serve themselves: staff support the children in chopping fruit, spreading on their own toast and pouring drinks. Snack time is a

sociable time and staff sit with the children and talk to them about their day and events from home.

Staff are good at praising children and supporting them to share and take turns. Staff remind children of the rules and how to be kind to each other, using photos of the children playing. Consequently, children display good behaviour and play together well, sharing and taking turns.

There is a stimulating and welcoming environment and children have constant access to the outside play area. Children are provided with suitable clothing to allow them to be outside all year round. Children choose to spend long periods of time playing and learning outdoors. They benefit from having plenty of fresh air and physical exercise. There are many enjoyable, outdoor, physical play resources and activities. Staff play with children and encourage them to catch and kick balls, support them on balance toys and play with them in the sand pit.

Most children move on to the school nursery, which is on the same site as the setting. Children benefit from visits from the nursery teacher and visits to the nursery they are moving to. Therefore, they are well prepared for their transition to other settings and then onto school.

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

All staff have undertaken safeguarding training, they demonstrate a good knowledge of safeguarding procedures and understand what to do if they have concerns about a child. The setting has clear policies and procedures which are implemented consistently by staff. There are robust systems in place for the recruitment and induction of new staff, ensuring that any person appointed is suitable for their role. Staff benefit from regular staff meetings and supervision meetings, through which they are encouraged to develop their knowledge and skills through training opportunities and gaining professional qualifications. The manager is currently studying to obtain the early years teacher qualification. Children benefit from skilled and enthusiastic staff.

Staff understand how to implement the planned educational programs. Staff use effective observations well to identify children's individual stages of development and plan stimulating activities and, as a result, children make good progress. Assessments are monitored by the manager to ensure that all children receive an individualised learning experience that meets their individual needs. Children are encouraged to become independent learners, which helps them to be ready for school.

Partnerships with parents are positive. Staff value parents' views and share information with them regularly. Staff work well with parents and other professionals to identify children's individual needs and ensure that children receive additional support when needed. Staff give daily feedback to parents, via daily diaries, text messages and speaking to them at the end of the session. They also keep parents informed about their child's progress and next steps at termly parents' evenings. Parents value the setting and feel

their children are well supported.

The management team, reflect on the care and education given to children. They identify appropriate areas for development to bring about improvements. However, they do not share this with all staff and parents, therefore, all staff and parents are not fully involved in the setting's drive to improve as well as possible.

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	EY460764
Local authority	Stockport
Inspection number	912642
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	20
Name of provider	The Marple Childcare Company
Date of previous inspection	not applicable
Telephone number	01614274730

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

