

Early Learning Childcare

210-212 Chapel Street, Salford, MANCHESTER, M3 6BY

Inspection date	01/10/2013
Previous inspection date	22/05/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to engage children. This supports children's learning and development needs.
- Children are settled and confident. They actively explore resources and experience well planned challenging activities, this enhances all aspects of children's learning.
- Robust observation, planning and tracking procedures are in place, which effectively identify children's next steps in their learning. Children make good progress towards the early learning goals.
- Staff are fully committed to working in partnership with parents and a range of other professionals. This supports children as all carers are well informed of children's individual needs.

It is not yet outstanding because

- On occasion, some staff miss opportunities to skilfully challenge and question pre-school children to improve their learning and prepare them for school.
- The outside area does not offer comprehensive play experiences which support all areas of learning and development as does the indoor environment.

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 activities and children at play throughout the inspection.
- The inspector spoke with children, staff, parents and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes and undertook a joint observation with one of the managers.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Early Learning Childcare re-registered in 2012 as a limited company and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Salford area of Manchester, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a converted building and there is an enclosed area available for outdoor play.

The nursery employs 20 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, one holds an appropriate early years qualification at level 4, seven hold qualifications at level 3 and 11 hold qualifications at level 2.

The nursery opens from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and Christmas. Children attend for a variety of sessions, including the out of school provision and holiday club. There are currently 59 children in the early years age group who are attending the nursery. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- strengthen staff's practice to enable them to skilfully question pre-school children with consistency, to further promote their critical thinking and to further challenge their learning
- enhance the learning opportunities in the outside area, for example, by offering opportunities for mark making.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They use this knowledge to provide purposeful activities which support children's individual learning needs. Children's learning and development is well supported through educational programmes covering the seven areas of learning. Focussed activities enhance children's

learning. For example, pre-school children have focused sessions each day to support phonic knowledge. This is offered through imaginative learning experiences. Children go on 'welly walks' in the local environment and look at text in the environment such as on signs and car registrations. This supports children's understanding of the alphabet through sounding out letters and identifying letter formation. Toddlers are challenged by playing with number jigsaws, as they explore different shapes which promotes children's problem solving skills. Babies are supported by using treasure baskets which promotes learning through sensory experiences. Age-appropriate challenges are provided throughout the nursery to support all children as they move towards the early learning goals.

Learning and teaching are effective as staff have a good knowledge of how children learn. This has a positive impact on children's progress. Planning is developed through children's interests and individual learning needs. Children are engaged in learning and confidently use resources and initiate their own play. For example, children independently designate roles and discuss different scenarios while accessing the role play area. Planning supports children's natural curiosities and staff follow children's interests. For example, children who show an interest in 'spiders' are supported by looking at real spiders in the investigation area, looking at books containing spiders and creating glitter spider webs in the creative area. This extends children's learning and creates multiple opportunities for them to develop their communication and language skills. Children freely access resources and make independent choices in their play, which supports the next steps in their learning and eventual move to school. Children who have English as an additional language are well supported through using dual language resources and staff working in partnership with parents. Children who have special educational needs are well supported through a knowledgeable special needs co-ordinator. Staff support children through devising individual play plans, liaising closely with parents and taking advice from a range of professionals to maximise children's learning.

Staff are well informed about children's skills through undertaking a variety of assessments. Prior to starting at nursery, staff work with parents to complete an 'all about me' document. This allows parents to discuss children's development and skills in the home. Staff then observe children in nursery during a six week settling-in period where key persons produce baseline assessments. Regular observations of children during play, give staff knowledge of children's skills and interests. An innovative idea to develop knowledge of current interests is the strategy of encouraging parents to email photographs to nursery of activities children have been undertaking at home. This provides opportunities for staff to extend learning further by planning activities for children to revisit aspects of learning in the nursery. Children's progress is tracked three times per year, which allows staff to support children's next steps in learning. Staff support children using a range of strategies, such as role modelling, discussion and providing a running commentary. However, occasionally, some staff miss opportunities to skilfully question pre-school children further. This means the mostly good challenge for children and support for their critical thinking skills are not always as well promoted, as much as possible.

Parents are involved in their children's learning in a range of ways. For example, they are encouraged to include comments in children's learning journals and have daily discussions with staff. They also attend parents' evenings and access information through newsletters

and a website. In addition, parents are invited into nursery to share individual skills with children, such as a second language. Parents provide information about children's starting points and are involved in the completion of the 'progress check at age two'. Parents' comments are welcomed in children's daily diaries and their ideas are sought through regular questionnaires. These communication methods mean that parents are kept well informed of their child's learning and that learning at home is well supported.

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

The nursery has an effective key person system in place, which enhances all aspects of children's development as key persons work closely with parents to ensure all children's needs are met. For example, staff in the baby room follow children's routines at home so that children feel settled and a sense of security. Children exhibit a strong sense of confidence; they interact well with one another and are settled and happy. Secure attachments are in place and staff are caring towards children. For example, staff support children as they are cutting up food at snack time and blowing their nose. Interactions are lovely. For example, children giggle with delight as a staff member pretends to be a spider and tickles their hands. Children make their needs known through gestures, pointing and by verbal requests. Staff are good role models, they get down to children's level and interact with them through play to enhance learning. Behaviour is good throughout the setting. Children listen carefully to staff and share resources with their peers. Consistent praise is given to children when they have undertaken set tasks. For example, pre-school children serve themselves at lunch time and staff offer consistent praise. Staff work with parents to ensure behaviour strategies are consistent across nursery and in the home. This means that children are well supported by all carers.

A high priority is given to children's safety and children are well supervised throughout the nursery. Written risk assessments and daily safety checks are undertaken to help identify hazards and minimise risks. In addition, visitors such as the fire service are invited into nursery at pertinent times of the year, such as Bonfire night. Children are learning about safety by taking part in regular fire drills and learning about how to use different tools safely. Children independently take part in daily routines. For example, children self-serve themselves at lunch and wash their hands after they have undertaken a painting activity. This shows that children are secure in their surroundings. Good quality resources are used throughout the nursery and the environment shows that staff consider how children learn through play. The environment is bright and stimulating. However, resources for all areas of learning are not always as well developed as in the outdoor area. For example, there are few mark-making opportunities. This means that children have less opportunity to continue their very good learning outdoors.

Children learn about healthy lifestyles through daily access to the outdoor area and trips within the local environment. For example, children walk to the local park and feed the ducks, visit the local library and children's museum. The nursery is located in a city centre position and staff make excellent use of this position. For example, children visit the local China Town at Chinese New Year as they learn about the world around them. Food is freshly prepared daily on the premises by a designated cook. Individual menus and dietary

requirements are catered for. Menus are varied and include fresh fruit and vegetables daily. Children develop their self-care skills through accessing drinking water, washing their hands at appropriate times and using the bathroom.

Children are well prepared for change and transitions, which means they are well prepared for the next stage in their learning. As children move between room staff meet to discuss children's needs. As children prepare for school staff offer to take children on initial visits where they take photographs of the school environment and teaching staff. When children return to the nursery they use photographs to make picture books, this allows children to discuss concerns with key persons. Staff attend transition meetings to share information about children so that their learning can be continually supported and uninterrupted. This means that children receive good support as they move between providers and onto full time education, as all carers are aware of children's current developmental stage.

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

Safeguarding practice is good. Staff fully understand safeguarding procedures and children are well protected in the nursery. There is a designated staff member who leads on safeguarding practice and procedures. All staff have attended safeguarding training and are aware of appropriate agencies to contact should they have a safeguarding concern. Any allegations against staff are well managed and appropriate agencies informed. Staff are vigilant and children are well supervised as deployment of staff throughout the nursery is efficient. Written risk assessments are in place and are regularly reviewed to ensure that any potential hazards are identified and risks are minimised. In addition, the nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

Staff have a thorough understanding of the learning and development requirements of the Early Years Foundation Stage. They support children well with a broad range of learning opportunities as they move towards the early learning goals. The environment is well planned to allow children a range of learning experiences through quality resources. For example, children access book areas in all rooms as they build their knowledge of letters and sounds and extend their vocabulary. Managers regularly monitor educational programmes and children's progress to ensure that activities provide appropriate challenge and support children's learning needs. Managers undertake observations of staff and peer observations are in place. This provides staff with the opportunity to explore best practice and evaluate on consistent improvements. Comprehensive tracking procedures are in place, as a consequence, staff know children's needs very well. Children have a positive attitude to learning and make good progress.

Self-evaluative practice is in place, which identifies strengths and weaknesses and identifies realistic targets. Staff work together to compile audits and action plans, which drive quality and support consistent improvement. The voice of children, parents and staff are reflected in the self-evaluation and the management team are pro-active in responding to suggestions for further improvement. For example, entry systems have been developed

which include closed circuit cameras at the main entrance as a direct result of suggestions by parents. The management team are very pro active and regularly monitor practice through working with children and staff in all rooms.

There are good systems in place for recruitment and selection, supported by well executed inductions, which ensure staff are fully aware of their job role and expectations. Professional development is highly regarded by the management team and staff have the opportunity to attend multiple training courses to update and refresh their knowledge. Performance management systems are in place, such as appraisals and supervisions.

Staff have purposeful working relationships with a range of other professionals and attend multi-agency meetings as appropriate. For example, staff work closely with local authority advisors and meet with other professionals such as speech and language therapists. Staff fully understand the importance of working with parents and place a strong emphasis on this to support children's learning and development. Parents are very complimentary about the nursery. For example, parents comment, 'My child's development file is fantastic, she has progressed a lot since coming to the nursery' and 'All the staff are making a real difference to children's lives, it's not just a job'.

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	EY456161
Local authority	Salford
Inspection number	933744
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	65
Number of children on roll	59
Name of provider	Early Learning Childcare Limited
Date of previous inspection	22/05/2013
Telephone number	01618319831

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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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