

# Winton Children's Centre

Brindley Street, Eccles, MANCHESTER, Lancashire, M30 8AB

**Inspection date** 08/08/2013  
Previous inspection date 13/12/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
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 dedicated and knowledgeable staff team is committed to providing a stimulating, interesting and welcoming environment for children that includes rich, varied and imaginative experiences.
- Partnerships with parents and other professionals are a strength of the nursery. This means that all children are well supported and make excellent progress given their individual starting points.
- Communication and language is very well promoted in the nursery. Staff are well trained and use a wide variety of strategies to support children's development in this area. This means that all children, including children who speak English as an additional language and children who have special educational needs and/or disabilities, are confident communicators.
- Children develop healthy eating habits because staff offer nutritious and well-balanced meals and snacks, such as fruit and vegetables.

### It is not yet outstanding because

- Although parents see and sign a copy of their child's progress check when they are aged between two and three years, they do not receive a copy to take home and keep to further strengthen the excellent relationships the nursery has with parents.

## 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 nursery and held a meeting with the management team.
- The inspector and the manager of the nursery completed a joint observation of children's activities.
- The inspector ensured the views of others were taken into account through discussions with the staff, children and parents.
- The inspector conducted observations in all the children's rooms and looked through some paperwork, including the nursery's policies and children's development files.

## Inspector

Karen McWilliam

## Full Report

### Information about the setting

Winton Nursery was registered in 2005 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is situated within Winton Children's Centre in the Eccles area of Manchester and is managed by Salford Local Authority. The nursery serves the local area and is accessible to all children. There are several enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, all staff hold appropriate early years qualifications at levels 2 to 5.

The nursery opens Monday to Friday 51 weeks a year. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 31 children attending who are in the early years age group. 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.

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

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

- enhance further the excellent partnerships with parents by sending home a written summary of their child's progress check at age two.

## Inspection judgements

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

The nursery environment is stimulating, interesting and welcoming. The committed and knowledgeable staff team plan and provide a consistently rich, varied and imaginative range of play and learning experiences for children. Their enthusiasm and constant interactions with children creates an atmosphere of excitement and fun and captures children's interest. Therefore, this encourages children to explore and investigate. For example, staff plan outdoor activities with brushes and water. The activity starts by children following the adults' lead by making marks on the floor and talking about their creations. By following the children's lead the activity is enhanced and extended by the skilful staff. Together they discuss why the pictures they have drawn disappear; the children demonstrate excellent social skills by helping each other to pump water from the water pump and they independently put on wellingtons and have great fun as they jump up and down in the stream the water creates. Activities, such as these, promote a wealth

of learning opportunities for children covering all areas of learning and development. Consequently, children are highly motivated, eager to explore and learn and make excellent progress in their learning and development, given their starting points.

Staff throughout the nursery regularly observe each child and use the information obtained from their observations to plan meaningful next steps in children's learning. Each member of staff demonstrates that they know their key children extremely well. This is evident in how they differentiate and reshape activities to ensure all children can access them and by how they tailor individual children's planning to meet their needs and interests. Assessments' systems are robust, every child's progress is rigorously tracked by the staff and parents are fully involved in this process. For example, each parent has a termly review with their child's key person. Together, they discuss the child's achievements and any areas that may need additional support. As a result, any child that is in need of additional support is quickly identified and the appropriate support is put in place. For example, children who require support with communication and language are referred to the children's centre speech and language therapist who attends the nursery every week to support children and their families. In addition, the staff and managers, the parents and any other professionals that are involved in the children's care, all attend regular meetings at the nursery to ensure the child continues to make excellent progress.

Communication and language development is supported well by staff throughout the nursery. Pre-school staff confidently challenge children's thinking and ask lots of open-ended questions. They ask children what resources are needed for activities and why things happen. For example, children are given opportunities to test out their own theories when staff asked them why they think water comes out of the pump or problem-solve as they work out how to place the handles of the bucket over the pump when it becomes too heavy to hold. Staff have attended training to support children, including, the 'Every child a talker' programme and have created communication friendly spaces, indoors and outdoors, where children have the confidence to express themselves. Staff constantly interact with children and model language, they tune into the non-verbal clues, such as gestures from children who use these as their main form of communication. In addition, there are a range of picture signs, including drink and outdoor play, to further support children who are just learning to talk or for children identified as having special educational needs. The staff support children who are learning to speak English as an additional language very well. For example, parents teach staff key words that enable the children to communicate their needs, the nursery ensures that any key signage is translated in to the relevant spoken languages and parents are invited into the nursery to tell stories to the children in their home language and English. As a result, all children make excellent progress in communication and language. In addition, regular story and song sessions further support children to develop their communication and language skills.

In the under two's rooms young children explore their environment confidently and choose from the excellent 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 using their whole bodies while taking part in body art and enjoy the feel of gloop, semolina and water. Their early communication skills are fostered very well as staff engage them in stories and songs and respond appropriately to their 'babble' and words.

For example, babies say 'hot' when their dinners arrive and staff respond by saying 'yes the dinners are hot'. Babies' physical development is significantly enhanced by the highly skilled staff and the exceedingly well-planned environment. For example, babies enjoy tummy time and pulling themselves up to standing position on the soft play furniture. Babies who can crawl or walk, confidently climb the steps and enjoy sliding down the ramp. The babies' outdoor area is very well planned to support all areas of learning and development and to facilitate their natural curiosity to explore and investigate extremely well. Babies benefit from experiencing a wide range of textures outdoors, such as bark, sand and soil.

All children have access to an excellent range of tools to make marks, both indoors and outdoors, such as chinks, pencils and crayons. For example, children engage with staff in the sand pits and use their fingers to make marks. As a result, children draw lines and circles, begin to form letters and write their names. In the older children's rooms, they confidently talk about their pictures. For example, children explain to staff that they have 'done a number 4' or have '3 dots'. Children's mathematical development is very well supported through a range of planned and self-chosen activities. Staff routinely introduce children to numbers and counting as they interact with children. For example, children count toys as they tidy them away or count their fingers as they make handprints in the sand. They learn about shape and size as they construct tall towers with assorted bricks. Children's self-care skills are superbly fostered throughout the nursery. For example, children throughout the nursery are encouraged to help to tidy up and older children serve their own meals, pour their own drinks and scrape their own plates after eating.

An exceptional range of small world and role-play resources provide children with opportunities to try out different roles, such as builders and story characters, including 'The little red riding hood'. Equality and diversity is exceptionally well promoted. A wide range of resources, such as pictures and images that positively portray diversity, small world toys and instruments, support children to develop an awareness and understanding of the world in which they live. Furthermore, children take part in a wide variety of festivals, such as Eid, and have opportunities to taste foods from different cultures. All the children have constant access to the various outdoor areas where they play on an excellent range of equipment to support their physical development. For example, children are encouraged to take risks as they cross the 'wobbly bridge' and they develop strong muscles as they play on the wheeled toys or run around in the ample space. These activities support children extremely well to acquire the skills necessary for school.

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

The staff team are excellent role models for the children. They successfully create a warm and reassuring environment where they form strong attachments with the children. As a result, children are happy and content throughout the nursery. They interact positively with adults and other children, which supports them to make friends. The key person system works very well in supporting children's confidence and liaising with parents to ensure their wishes are valued, such as following familiar routines from home. Individualised settling-in procedures ensure that children settle-in well. Internal transition procedures, including the open plan design of the nursery ensure transitions into other

rooms are equally as smooth for the children. For example, children can clearly see into other rooms and approach the gates when they want to explore other areas. Family grouping at mealtimes further contribute to children feeling secure because siblings are encouraged to eat their breakfast together.

There is a very good range of well-maintained, safe and age-appropriate resources for children to enjoy both inside and outside. 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 explore. Children show a strong sense of their own safety in their behaviour, moving and playing with care, helping with routines, such as picking toys up and helping to clear away. They recognise routines and practices which help to keep them safe, such as listening, helping each other and walking carefully. Planned visits from professionals, such as paramedics and fire fighters, further support children to develop an awareness of how to keep themselves safe. Children are well behaved because staff implement consistent strategies and offer children explanations and lots of praise. For example, staff explain to children that they must be careful near doors or they might trap their fingers. As a result, children learn the behaviour expectations of the nursery.

Children's health is effectively promoted by the nursery. Staff enlist the support of parents, who are dieticians, to ensure the menus are healthy and nutritious to support children's health. As a result, children eat well-balanced and healthy meals and lots of fresh fruit is available, in each room, daily. In addition, all children brush their teeth after meals and benefit from constant access to fresh air and outdoor activities. All of which support children to develop healthy lifestyles.

Once children are ready to move onto the next stage in their learning, such as school, there are good arrangements in place to support them. The nursery hosts a transition meeting to discuss the children and share their development records and the teachers are welcomed into the nursery to meet the children. This helps children to have a smooth move to their new setting and ensures that teachers are well informed to support their individual needs.

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

This inspection was completed in-light of an incident involving a child being left unattended within the nursery. On the day of the inspection it was found that the actions Ofsted set, as a result of the incident, were fully met and the manager has implemented numerous methods to ensure the nursery continues to comply. For example, several policies and procedures had been reviewed and improved, including ensuring that routine and accurate registers are taken, especially at times when children are going back indoor from outdoor play. Furthermore, a member of staff conducts a last look around the outdoor area to make sure no children are outside, before the doors are closed. In addition, the manager and staff have a robust and clear understanding of their responsibilities relating to safeguarding children. Staff supervise the children vigilantly and are well deployed, ensuring all areas of the nursery are closely monitored and children are safe. Risk assessments are used robustly to monitor the premises and ensure it is safe for

children to play and explore in.

The leadership and management of the nursery have a good understanding of the requirements of the Early Years Foundation Stage. Robust recruitment procedures ensure all potential staff are vetted and suitable to work with children. Staff have attended safeguarding training. This ensures that 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 a first aider on-site when children are present. Accident and medication forms are maintained and signed by parents. The manager monitors the performance of staff through regular reviews. This ensures that staff are supported, reflect on their practice and training needs are identified. Systems to monitor the educational programmes are fully effective. Therefore, experiences planned for the children are challenging, stimulating and age and stage appropriate. Staff complete the required progress check at age two when required and share it with parents who then sign to say they have read it but they do not receive a written summary of the check to take home. However, because there are already existing and robust systems in place within the nursery there is no impact to children. This is due to the highly skilled staff and effective partnerships with parents. There are termly reviews regarding their child's progress, and ongoing rigorous assessments that include input from other professionals involved in children's care and learning. This means that children that require any additional support are quickly identified and the appropriate support put in place, including individual 'play plans'.

The manager and staff team share a clear vision and strong commitment to maintaining a high standard at the nursery. They use consistent and continual self-evaluation to drive forward improvements that benefit the children the most. They ensure that parents' views are included through verbal interactions and questionnaires and ensure that the children's views are taken into account via observations and discussions. For example, the staff observed that some young children found moving from a small room to a bigger one quite daunting so they set up a smaller area, within the larger room, for children to explore first. As they grow in confidence, children are supported by staff to venture out and explore the larger room.

The manager and staff place a high priority on building relationships with parents. They recognise how important the sharing of detailed information is during the child's time at nursery in order for them to support and enhance children's experience and progress. Parents are highly complimentary of the staff team and say staff are very supportive, they feel involved in their children's learning and that their children have made very good progress while at the nursery. Parents are invited to participate in interesting activities, such as sharing stories in their home language, which help children and staff to learn about each other and different cultures. Information is shared very effectively between staff and parents through daily verbal communication, newsletters and the display boards. The staff team works extremely effectively with other professionals involved in children's care providing continuity and support for children and their families. For example, link workers who work alongside families at home and also alongside the staff and children in

nursery. This ensures that they have a holistic view of children's needs and there is a shared approach to children's care and learning. When the time arrives for children to move on to their next stage of learning, the staff team have a very good understanding of the advantage of liaising with teachers to ensure a consistent and complimentary approach for children and their move into school.

### **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

<b>Unique reference number</b>	EY317013
<b>Local authority</b>	Salford
<b>Inspection number</b>	904657
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Salford City Council
<b>Date of previous inspection</b>	13/12/2010
<b>Telephone number</b>	0161 788 0192

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

