

# Canterbury Road Day Nursery

186 Canterbury Road, Davyhulme, MANCHESTER, Lancashire, M41 0GR

<b>Inspection date</b>	23/09/2013
Previous inspection date	25/03/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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 cared for by enthusiastic staff who provide them with a range of activities that are interesting and challenging.
- Staff provide children with a good range of resources which they can access independently. As a result, children are able to experiment and take charge of their own learning.
- Children are developing their senses through space, colour and texture as staff provide them with an excellent range of resources that promotes their curiosity, such as mashed potato, spaghetti and soil.
- The management team have put in place a robust system for observing and assessing children. As a result, children are provided with activities that offer challenge and interest.

### It is not yet outstanding because

- There are occasions when some staff do not always maximize opportunities available to them to support children's language while in the sensory room. Consequently, children's language is not always extended.

## 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 in all six rooms of the nursery and the outside area.
- The inspector spoke with the nursery manager and deputy manager at appropriate times throughout the day.
- The inspector took account of the views of three parents on the day as well as members of staff.
- The inspector looked at a range of documents including children's files and the settings policies and procedures which included the safeguarding policy and the medication policy.

## Inspector

Mary Chekired

## Full Report

### Information about the setting

Canterbury Road Day Nursery was registered in 2009 on the Early Years Register and is privately owned. It operates from two floors in a large two storey detached property in the Davyhulme area of Trafford. There are two secure outdoor play areas and ramp access to the building.

The nursery employs 42 members of childcare staff of which all hold appropriate early years qualifications at level two and three. The nursery opens Monday to Friday all year round, except bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 127 children attending who are in the early years age group. The nursery supports a number of children who have 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:

- continue to monitor and evaluate the already good interaction with children and staff by ensuring that all staff consistently extend children's communication and language skills through effective questioning.

## Inspection judgements

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

Children at this setting have access to excellent sensory resources which promote their curiosity. For example, children visit the well-equipped sensory room on a daily basis where they are able to experience a range of lights and sounds. Children use mirrors to see their reflection developing a sense of self-awareness. Staff provide opportunities for all children to touch and feel different textures, such as, mashed potato, spaghetti, wet and dry sand and corn flour and water. As a result, children are developing their senses through texture, colour and space. The setting is well equipped with a range of low-level resources which children can access freely, therefore, children are able to take charge of their own learning and become independent learners. Children new to the setting are supported well by staff who are kind and caring. Staff ensure new children feel safe and secure by sitting close to them when reading a story and allowing them to keep hold of a soft toy which gives them comfort. As a result, children settle well into the setting because staff meet their individual needs well. All children who need a sleep or rest are provided with safe areas in which to do so. Staff stay close to them while they sleep offering comfort when needed.

Numbers can be seen displayed around all of the rooms, which enables children to use them as reference points while counting and completing matching games. Staff in the pre-school room provide excellent opportunities for children to develop their awareness of colour, shape and measure. For example, during an adult-led activity, staff were observed asking children effective questions, such as 'shall we count how many you have'? Staff allowed children a good amount of time to count on their own without interruption. Staff extend children's knowledge of counting well, by asking how many more pieces are needed in order to complete the shape. Staff showed the characteristics of effective teaching by successfully asking children effective questions, allowing children the time to think, and extending their knowledge of counting and basic adding, therefore, successfully developing and extending children's knowledge of mathematical concepts. Children throughout the nursery are provided with calculators, measuring scales and different sized containers to use in the water and sand, therefore, learning concepts, such as full, empty, heavy and light. Children enjoy an adult-led activity in which they press a bell when their colour is announced, encouraging colour recognition in a fun way.

Words are displayed around the rooms identifying the learning areas for children. Staff are in the process of developing the environment further by labelling resources and accompanying it with photographs which allows children to see what they are accessing. Consequently, staff are providing children with an environment that is rich in print, therefore, supporting children's awareness of early literacy. Staff in the pre-school room provide many opportunities for children to recognize word sounds. For example, conversations at lunchtime provide opportunities for children to talk with their peers and staff about what they did over the weekend. Staff ask children what sound a certain word starts with. Children think, then eagerly shout out the correct answer which is rewarded by praise from staff.

Staff generally support children's language and communication well. For example, whilst reading stories, staff imitate noises of animals, children choose books and ask questions which staff respond to in a language the children understand. Staff extend children's interest in a snail outside by asking effective questions, such as 'who do you think lives in there?' and 'do you think he is asleep'? Staff pursue an effective conversation with children about what they may see as they use spades and trowels to dig in the soil, therefore, encouraging children's language and developing children's critical thinking skills. However, there are occasions when some staff do not always maximise the opportunities available to them to extend children's language, for example, while in the sensory room. Consequently, children's language is not always fully supported. Staff in the baby room support children's language and communication skills by providing a range of musical instruments to play with, therefore, children develop an awareness of noise and rhythm. Staff working with children aged two to three teach them to use sign language by role modelling the actions for toileting time. As a result, children are learning that people communicate in various ways. Staff in the baby room display photographs of the children at their height as well as making family books which the children can look through. This provides staff with the opportunity to prompt discussion as the children recognise their family pictures.

Children playing outside have access to a range of resources that promotes their physical

development. For example, staff provide an area where children can dig, use bikes and push-a-long toys and climb a slide. Staff provide children with a range of musical instruments which allows them to experiment with space, movement and sound as well as joining in with a music teacher who visits the setting regularly. Staff provide children with opportunities to experience different textures under their feet, for example, concrete, carpet, grass and little slopes as they take the children on walks and visits to farms. Staff promote children's awareness of the world they live in very well. For example, children visit an allotment where they grow and harvest food. Staff invite the local police in to talk with the children as well as holding a pensioners' day in which pensioners from the local community are invited to enjoy tea and cakes. As a result of staff providing children with exciting experiences, children are learning about and developing an interest in their local community and who lives in it.

The setting has an effective and robust system in place for monitoring and tracking children which is based on staff's regular observations of children. Staff share with parents the progress check at age two as well as regular observation summaries, both of which are completed by each child's key person around the three prime areas of development. As a result of effective observations and regular assessments, staff provide children with activities that both interest them and offer them challenge. Parents are kept informed of their child's development as staff complete daily information sheets which inform parents of what activities their child has done that day. Parents are invited to attend parents' evening and trips with their child, all of which ensure that children's needs are consistently being met. Staff support children with special educational needs and/or disabilities well by ensuring that lines of communication are ongoing between the parents, health workers and themselves. Management ensures that staff receive the necessary support and training from health professionals to assist them in meeting the needs of individual children.

Staff ensure that children are prepared well for starting school. For example, taking them on visits to their school and taking photographs of their teacher as well as areas the children will use. Teachers from local schools visit the children in the nursery to introduce themselves and meet children in an environment where they feel safe. Staff in the pre-school room make a display board for children which shows their pictures and also a photograph of the school they will attend. Children are encouraged to find their own place mats at lunchtime, serve their own drinks and toilet themselves independently. As a result, children develop the necessary self-help skills which ensure they are well prepared for the transition to school.

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

Staff provide a settled and caring environment which is shown by very happy, content and confident children. Children show they have close attachments with their key person as they readily go to them when needed. Staff show they are aware of individual children's needs by staying close and offering reassurance, for example, children's emotional needs are met by staff sitting near to children when they are upset. Consequently, children receive the comfort they need which enables them to feel safe and secure. Behaviour is excellent throughout the setting because children are provided with interesting and

challenging activities. Staff also provide children with consistent behaviour management techniques which means that children know their boundaries.

Children are encouraged to toilet and wash their own hands before lunch and snack as well as taking it in turns to hand out plates to their peers at lunchtime. Therefore, children are developing their self-help skills and knowledge of appropriate hygiene routines. Children throughout the nursery sit at tables at lunch and snack time and eat healthy snacks and lunch which is cooked fresh on site. Consequently, children receive the necessary nutrients needed to promote their overall development. Staff provide daily opportunities for all children to play outside and use the large equipment, such as slides. Staff encourage children to identify their own risks, for example, by climbing up the slide and learning to manoeuvre around their peers when riding bikes. As a result, children learn how to play safely.

Staff involve parents and keep them well informed of their child's developments while at the setting. For example, before a child starts at the setting the staff ensure they gather vital information from parents, such as their child's daily routine and care needs. Staff use the information gathered by parents at induction to provide activities that they know the children enjoy as staff know that by providing children with some familiarity supports them to feel settled. Parents are provided with a good system of settling-in their child because staff ensure a flexible policy is in place. As a result, parents leave their child when they feel happy and ready to do so resulting in parents' and children's well-being being met. Staff in partnership with parents decide together when children would benefit from moving up a room. The decision takes account of each child's development needs and whether the room they are presently in is challenging their needs. Staff prepare children for transition into the next room by talking with them and accompanying them on visits. Consequently, children are ensured a smooth transition which meets their needs.

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

Since the last inspection, the setting now has a new manager who has been in place for seven weeks. Within the short space of time, she has developed and improved numerous areas of the setting. For example, the observations, assessment and tracking process is now robust enough to allow her to successfully identify specific groups of children who may need additional support and to identify areas within the learning and development programmes that may need enhancing. The manager ensures that staff have the support needed to produce accurate observations on children. The management team does this by covering staff in the rooms which then gives them time to accurately assess their key children's needs. The management team carries out regular peer observations which identify staff's strengths and any areas for development. Information is fed back to staff during their supervision and any areas for development are recorded on a timely action plan. Consequently, the management team has a good overview of staff's training needs.

A very thorough and rigorous system is in place to ensure that everyone associated with the nursery has their views heard. For example, parents are asked to complete regular questionnaires, record comments in their child's development file and review setting's

policies and procedures. Staff ensure children's views are heard as children are involved in choosing new toys for the setting. Children are asked about menu choices and activities they would like to take part in. Staff are encouraged to feed their views back to the management team via supervisions, team meetings and questionnaires. Consequently, staff have up-to-date information which enables them to complete a room improvement plan which is shared with children and parents. As a result of the management's commitment to ensuring all views are heard, the setting has an excellent overview of the areas in need of development which they regularly reflect upon with all involved.

There is a rigorous recruitment and selection procedure in place which ensures all perspective staff are suitably vetted before they start work with children. Staff attend regular safeguarding children training which is also a regular topic at all staff meetings. Systems for risk assessing the setting and outdoor environment are in place and are reviewed regularly which ensures the setting meets health and safety requirements. As a result, children are cared for in a safe and secure environment. Any incidents concerning children's safety and well-being are reviewed and this helps the setting to improve. A recent incident, when a child gained access to another child's medical equipment, was handled appropriately. Staff took the necessary steps to ensure children were safe and healthy and informed the parents involved. Management have ensured that risk assessments for specific medical conditions are up-to-date and that staff receive the appropriate medical training needed to meet the needs of each child. Policies and procedures take account of children's medical needs as well as the procedure to follow if they have a concern about a child. The management team has put in place 'a policy a month', for example, management displays a policy in the reception area to highlight specific issue in the nursery. Currently the behaviour management policy is displayed as it supports parents with information on why children bite.

Parents and staff spoken to on the day stated that they would like it recorded on their report that they feel there has been a huge improvement in the way the nursery is now managed. Parents spoken to state that they feel very welcomed on arrival to the setting as the management team ensures they place themselves at reception to greet parents as they arrive. Parents feel very well supported by staff and management and state that without their support, they would not be able to return to work and university. Staff members stated that they feel supported and that they enjoy coming to work as staff morale is high. The management team receives excellent support from the two directors of the setting which enables them to work as an effective team to ensure that the setting continues to meet the needs of the children, parents and local community residents.

## 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>	EY400287
<b>Local authority</b>	Trafford
<b>Inspection number</b>	933699
<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>	92
<b>Number of children on roll</b>	127
<b>Name of provider</b>	Canterbury Road Day Nursery Ltd
<b>Date of previous inspection</b>	25/03/2013
<b>Telephone number</b>	01617484922

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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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