

Nature's Nursery Ltd

The School House, Long Street, Middleton, Manchester, M24 6UW

Inspection date	15/07/2013
Previous inspection date	19/04/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Management have not taken appropriate action to prevent a reoccurrence of an injury to children when using tricycles in the outdoor area.
- Procedures for identifying hazards and the action required to remove or minimise risks in the outside play space are not rigorous enough to ensure children's safety is maintained at all times.
- Partnerships with parents and other early years providers are not established to share information to support children's learning and development.
- The outdoor environment is not utilised or planned for each day to support opportunities for all children, especially babies, to benefit from playing in the fresh air.
- Self-evaluation does not include the views of all staff, parents and children to help identify strengths and weaknesses or focus on those areas which need most improvement to support children's ongoing learning and development.

It has the following strengths

- The nursery provides a welcoming indoor environment that supports children's learning appropriately; this encourages them to explore their surroundings as they develop skills in active learning.
- The key person systems help children to settle and develop strong relationships.

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 spoke with the deputy manager, staff and children.
- The inspector sampled documentation including children's records and policies.
- The inspector conducted a tour of the premises and outdoor play areas and equipment.

Inspector

Anne Drinkwater

Full Report

Information about the setting

Nature's Nursery registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries managed by a limited company. The nursery is situated in a converted two-storey building in the Middleton area of Rochdale. It operates from the ground and first floor of the property and there is a fully enclosed area available for outdoor play.

The nursery employs a manager and 18 members of childcare staff working directly with the children, all of whom hold appropriate early years qualifications at level 3 and above.

The nursery opens Monday to Friday, all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7am until 6pm. Children attend for a variety of sessions. 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. There are currently 140 children on roll, and of these, 100 are in the early years age group.

In addition to the day nursery, the provision also offers after school and holiday care for children aged four years and over attending schools in the locality. These sessions operate from the first floor of the building and have a separate area for outdoor play. Sessions are Monday to Friday from 3.30pm to 6pm term time only. A holiday care provision operates Monday to Friday 7am to 6pm for children aged four and over.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all the necessary steps are taken to keep children safe and well; this specifically refers to the use of equipment in the outdoor area
- ensure the policy and procedures for assessing any risks to children's safety are understood by staff. Ensure risk assessments are reviewed regularly and identify how potential risks will be removed or minimised and identify the action required to maintain children's safety
- establish arrangements for the regular two-way flow of information and partnership working with parents and other early years providers that children attend in order to promote consistency of approach to supporting children's progress.

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

- improve systems for self-evaluation to ensure they are rigorous and effective in informing the setting's priorities and set challenging targets for improvement which include the views of staff, parents and children
- improve the use of the outdoor environment and extend opportunities for all children, especially babies, to have greater opportunities to explore all areas of learning in the fresh air.

Inspection judgements

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

The quality of teaching, staff deployment and organisation of activities generally provides children with a suitable range of indoor play experiences across all of the areas of learning and development. However, staff do not always take appropriate action to ensure that children can learn and develop in a safe outdoor environment. Staff generally plan a suitable range of indoor activities based on children's interests and development stages and these activities support children in remaining interested and provide them with adequate challenge. However, all children do not have well-planned daily opportunities for outdoor play, to enable them to take part in a broad range of learning experiences in the fresh air.

Systems for assessment are in place. Staff carry out observations and identify children's next stage of learning on a regular basis. They are familiar with the different age bands

and this supports them sufficiently to track children's development across the areas of learning, as a result, children are generally making expected progress towards the early learning goals. As part of the assessment of children's progress, staff have completed the progress check at age two to help them identify children's strengths and any areas of concern.

Children are given some choices on what they would like to do indoors and are developing self-confidence as they choose to play on the computers, role play with a selection of small world figures or form family compositions in the home corner. Children negotiate successfully who will be who and what roles they will play. They play cooperatively with one another and staff encourage them to be considerate of others. Children, at lunchtime are encouraged to serve their own meals and make their own choices. This helps to support and develop children's independence. Children are learning to use manners, share and take turns. Older children who are familiar with the routines remind newer children of what to do and to say 'please' and 'thank you' as they are handed their cutlery. Children enjoy engaging in a planned activity to support them in their colour recognition skills and communicate effectively as they describe in detail what they did for the various festivals. This sufficiently supports and develops their communication skills. As a result, children are gaining some of the skills they need to prepare them for school or their next stage of learning. In the indoor environment children, on occasion, are able to develop their physical skills in the large soft play sessions available each day.

Staff members interact with parents on a day-to-day basis but this focuses mainly on children's care needs and does not effectively engage all parents in their children's learning. There is not an established system in place to encourage parents to look at or contribute to their children's learning journals. As a result, parents are not helped to support or consolidate their children's learning at home. In addition, staff have not established links with other early years settings that children attend so that they can share information to promote a consistent approach to supporting children's learning. Staff support children with English as an additional language by ensuring words and signs are available in their own languages. In addition, staff liaise with parents of children with special educational needs and/or disabilities to discuss the next steps that they and other agencies can all work on to promote their development.

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

Staff lack knowledge in ensuring children's safety as they have not taken appropriate action or followed policies and procedures after a child was injured using a tricycle in the outdoor play area. This means that children's safety is compromised and also provides them with a false sense of security as they take their lead from staff about safe practices.

A key person system is in place to support individual children. They are settling in and benefit from staff building close emotional attachments with them. Children seek out their peers to share their play and approach staff to join in with their activities. They approach staff with confidence and staff respond to them with patience and purposeful care, which generally helps to support children's welfare and well-being.

Child-sized furniture is in use and resources are stored at child height around the nursery, which means children can make their own choices about what they want to play with indoors. Babies and toddlers are able to follow their own sleep and feed routines and their environment is light and airy with appropriate furnishings to enable staff to sit, cuddle and feed them appropriately. Care practices ensure that children are happy and behave well. However, the children, especially babies, have limited opportunities to play outdoors which impacts on physical development and healthy lifestyles. Children play cooperatively with their peers, develop friendships and learn to be independent in line with expectations for their age. Children are provided with healthy snacks and meals and drinks are accessible all day, with staff reminding and prompting the little ones to take a drink. In addition, the nursery has recently enrolled children in the 'Golden Grin Award' promoting water to ensure healthy teeth. All children's dietary requirements are adhered to and children demonstrate their understanding of healthy practices as they wash their hands before meals. This helps children to be prepared for their transitions as they move towards school.

Staff manage the children's behaviour using age-appropriate strategies and gently remind them not to run and push and listen when staff speak. Older children know they are to walk carefully up the stairs to the craft room and dining area. Staff understand the importance of using positive methods, such as praising the children, using distraction with the younger ones and helping them learn to negotiate with one another. This allows young children to develop an understanding of other people's feelings and what is acceptable behaviour.

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

The inspection took place following an incident when a child injured their fingers on a tricycle in the outdoor play area. The inspection found that the tricycle in question was still in use and management had not taken any action to prevent the same injury happening again. They had not carried out a risk assessment to identify the action required to remove or minimise the potential risk to children to ensure their safety. Staff generally supervise children appropriately and are aware of their roles and responsibilities but following this incident they did not receive any guidance from management about the future use of this piece of equipment.

Suitable systems are in place to ensure staff are safe and suitable to work with children. Appropriate suitability checks, induction programmes and ongoing systems of supervision and appraisal provide support for staff's ongoing professional development. Management understand the importance of informing Ofsted of any significant events and any action taken. Children are safeguarded against suspected abuse because all staff have an appropriate understanding of the signs and symptoms that may cause a concern about a child's welfare. They understand the importance of recording any concerns and know how to access advice, and report concerns should that become necessary. Records of accidents, incidents and medication administered are maintained and regular fire drills are practised and recorded.

There is some monitoring of educational programmes but this is not sufficiently rigorous to identify children's lack of planned opportunities for outdoor play. Management complete their own form of self-evaluation and have input from the local authority development officer to support them in making further improvements. However, this evaluation does not take into account the views of all staff, parents and children to help identify the strengths and weaknesses of the provision to support ongoing improvement.

Written policies and procedures, the nursery website and notice boards provide parents with information on the service provided for their children. Staff work appropriately with other professionals to support children with special educational needs and/or disabilities. They share appropriate information with parents about children's care needs. However, links with other settings that children attend are not strong enough to ensure consistency of support for children's learning. Parents comment that staff always welcome them and their children into nursery and the long standing members of staff provide consistency for their children.

The previous recommendations made at the last inspection have been addressed. For example, staff have developed further opportunities for children to explore equality and diversity by increasing resources and activities which promote different cultures, people and faiths.

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	EY365334
Local authority	Rochdale
Inspection number	922691
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	140
Name of provider	Natures Nursery (Royton) Ltd.
Date of previous inspection	19/04/2013
Telephone number	0161 653 1996

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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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