

Higher Broughton Children's Centre

The Broughton Hub, 48-50 Rigby Street, Higher Broughton, Salford, M7 4BQ

Inspection date	08/10/2013
Previous inspection date	13/03/2012

The quality and standards of the early years provision	This inspection:	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 happy and form close attachments in this nurturing and caring environment. Staff praise children's achievements, which effectively promotes their confidence and self-esteem.
- Leadership and management is strong. There is clear motivation to develop the provision, in order to improve opportunities for children.
- The playrooms and outdoor areas provide very enabling environments for children to experiment, explore and to engage in purposeful play. As a result, children make good progress in their learning and development.

It is not yet outstanding because

- The information provided by parents about their children's experiences and development is not consistently used when assessing children's learning.
- Children are not consistently encouraged to use the excellent resources that are available, to enable them to be independent at mealtimes and to further support their readiness for school.

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 was shown round the indoor rooms and the outdoor play areas.
- The inspector made observations throughout the nursery covering all aspects of the setting.
- Observations and discussions took place with management and other staff.
- The inspector looked at the latest self-evaluation and other relevant documentation, including children's and staff records, risk assessments and policies and procedures.

Inspector

Anne Archer

Full Report

Information about the setting

Higher Broughton Children's Centre was registered in 1999. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four settings managed by Salford Children's Services Directorate and is situated in the Higher Broughton area of Salford. The centre offers full day care. There is a baby room and base room areas for children aged over two and over three years within the open plan setting. The outdoor play areas are accessible from all rooms. The nursery provides a service for children in need, who reside in any area of Salford and private fee-paying sessions. It is open to all children from 8am to 6pm all year round with the exception of statutory holidays and the week between Christmas and New Year. There are currently 42 children on roll, all of whom are within the early years age range. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

There are 17 members of staff, including a manager and a part-time deputy manager, who work with children. The manager has Early Years Professional Status. Four members of staff hold a qualification at level 4 and nine members of staff hold an early years qualification at level 3. In addition, there are four support staff.

What the setting needs to do to improve further

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

- provide further opportunities for parents to engage successfully in their children's learning in the setting and at home and ensure this valuable input is used when assessing children's learning
- use the excellent resources that are available to enable children to be consistently independent at mealtimes, in order to fully support their independence.

Inspection judgements

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

Children are enthusiastic learners supported by staff who demonstrate an excellent understanding of how to engage children's interests and develop their concentration levels. They recognise that children learn through play and that they have different learning styles. Children are secure in communicating their needs and preferences. Staff

use a range of ways to support children's early language skills to enable those children with limited verbal skills to communicate their wishes, whether it is in relation to speech delay or English as an additional language. For example, key persons obtain special words in children's home language to enable them to understand children when they use them or to offer comfort. Children with special educational needs and/or disabilities are effectively supported to make good progress through effective strategies and strong dialogue with parents.

Children of all ages enjoy listening to stories and rhymes with them participating with enthusiasm to such songs as 'Twinkle, twinkle little star'. They learn about nature when parents bring in items for the interest table. For example, they look at and talk about the conker in its spikey shell and comment on the contrast of the smoothness of the conker itself. There are staff throughout the nursery who demonstrate excellent teaching skills, which support children's learning well. Staff are skilful at challenging children's thinking to get the most from adult-led and child-initiated activities. For example, a child notices a snail in the garden and this leads to a lengthy discussion about their habitat and the different sizes of snail.

Children's starting points on entry are obtained from discussions between key persons and parents and initial learning targets are agreed during settling-in visits, which support children's transition from home to nursery. Regular observations are used by children's key person to assess their next steps in learning and provide meaningful learning opportunities to ensure that they make consistently good progress in their development. Parents are encouraged to share information about their children's experiences and achievements, so they can be fully included in their children's learning. However, it is not clear how this valuable information is used to further support children's progress and to ensure a highly collaborative approach to children achieving the very highest levels of achievement.

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

The successful implementation of the key person system ensures that children form strong emotional attachments, which support their settling-in and transitions throughout the nursery enabling them to become independent learners as they move through the nursery. Children show a good sense of belonging and many display high levels of confidence and self-esteem. For example, a child who has moved into another room continues to be fond of and keeps in touch with the previous key person. Children learn to co-operate and negotiate with their peers because staff implement a consistent behaviour management system, which takes into account children's level of maturity and understanding. Those children who struggle to understand and follow rules about, for example, sharing and using kind hands are supported very well.

Children start to learn about self-care from an early age and become very independent as they move through the nursery. They have discussions with staff about how to stop germs spreading when washing their hands and about healthy eating as they wait for their lunch to arrive. Health and dietary needs are well supported. All staff are fully briefed on children's individual medical and dietary needs and these are taken into account when menus are planned. Parents are kept informed of what their children are eating and

discussions take place between a child's key person and parents as their needs change. However, a recommendation at the last inspection relating to enabling children to serve their own meals to further support their independence, has not been fully embedded throughout the nursery. This is despite the tools and utensils being available.

Children experience outdoor play throughout the day and have a variety of activities to engage with and toys and apparatus, which support physical development, understanding the world and imaginary play. For example, a child asks who wants to come on a bear hunt and several children join the group and begin to explore the forest area while singing. Children are learning about safety as they practise regular fire drills and the weekly fire bell testing ensures children are fully aware of the procedures to follow in the event of an emergency.

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

The manager has high aspirations for quality. She fully understands her responsibilities with regard to the implementation of the Statutory framework for the Early Years Foundation Stage. Fairly new to the post, she has reviewed nursery practices and implemented some changes to re-establish nursery systems that ensure they meet the needs of children attending and support continuous improvement. Staff, parents' and children's comments are usually taken into account during the evaluation process. Children's learning is monitored by key people making regular observations and by management using various tracking systems to highlight gaps in children's learning.

Robust recruitment practices ensure a strong, motivated workforce who work together well. Performance management has been re-established through staff meetings, supervision and appraisals to try to make sure that strengths and good practices are highlighted and celebrated. Staff appreciate the importance of sharing information with other providers and professionals working with families and do all they can to facilitate this.

Children's safety is a priority for everyone at the nursery. External and internal risk assessments are conducted annually by the health and safety officer, reviewed frequently by all staff and updated when anything changes, to ensure children remain safe. Safeguarding is taken very seriously and management ensure that all adults working with children are suitable to do so by conducting appropriate background checks. All staff understand their roles and responsibilities in relation to potential child protection issues and are familiar with local reporting and recording protocols. There is regular in-house training and refreshers during staff meetings, so that they are informed when procedures change.

Staff work hard to establish links with the various schools children graduate to. To support this important transition, reception year teachers are invited to visit and observe children as they play in an environment in which they feel secure. They may also speak with key people to discuss any special support individual children may require at transition. This helps promote continuity of care and learning experiences for children.

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	511461
Local authority	Salford
Inspection number	915246
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	42
Name of provider	Salford City Council
Date of previous inspection	13/03/2012
Telephone number	0161 792 3271

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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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