

Boarshaw Private Day Nursery

Boashaw Sure Start Centre, Stanycliffe Lane, Middleton, Manchester, M24 2PB

Inspection date	07/11/2013
Previous inspection date	01/03/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Safeguarding policies and procedures are robust and are firmly embedded and understood by all staff so children are protected well.
- Consideration is taken to ensure children develop their independence and take on small responsibilities from an early age.
- Partnerships between parents, local schools and outside agencies are strong and mean that information about children's learning is shared effectively.

It is not yet good because

- Teaching is not consistently good across the nursery. Staff do not always plan challenging or high quality activities to extend children's learning, think critically and solve problems.
- Monitoring and support for staff does not consistently tackle inconsistencies in teaching and behaviour management so practice is no better than satisfactory.
- Some staff do not use questions skilfully, reshape tasks, or challenge children's thinking skills enough in order to make learning exciting and for children to make maximum progress.
- Good quality resources are available but are not used to full effect, in a creative or challenging way, during activities.

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 activities in all of the rooms and in the outside area.
The inspector checked evidence of the suitability of staff working with the children
- and looked at induction and staff training procedures. The inspector also looked at policies and children's records.
- The inspector spoke to the manager, the owner and staff in the nursery.
- The inspector looked through children's assessment records and planning documentation and discussed these with staff.
- The inspector took account of the views of children, three parents and one grandparent, spoken to on the day.

Inspector

Emily Wheeldon

Full report

Information about the setting

Boarshaw Private Day Nursery was registered in 2006 and is on the Early Years Register. It is situated in Boarshaw Children's Centre which is attached to Boarshaw Community School in the Middleton area of Rochdale. The nursery is owned and managed by Cosy Toes Nursery Ltd. The nursery serves the local and wider area and is accessible to all children. It operates from two rooms and associated facilities. The nursery also has use of a parents' room and the school hall. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, four hold an early years qualification at level 3 or above, including the manager who has a Foundation degree in Early Childhood Studies. Three hold early years qualifications at level 2.

The nursery opens from Monday to Friday from 7am to 6pm for 51 weeks of the year. Children attend for a variety of sessions. There are currently 56 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- improve the consistency of teaching by ensuring that activities are always challenging and meet the interests and stage of development for each child, and then reflect on the different ways that children learn by giving them opportunities to investigate and experience things and think critically in all areas of learning.

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

- improve the leadership and management of the nursery by consistently monitoring learning and teaching to ensure that staff training is focused on how to improve teaching and learning, in particular strategies to manage children's behaviour and strategies to reshape activities to meet the interests of children
- develop further the skills of staff so that they are able to consistently support and challenge children's thinking by getting involved in the thinking process with them and asking them open questions to extend their thinking skills, in order to make connections in their learning
- review how resources are used to support communication and language skills and other areas of learning, so they support children's learning in a creative and more effective way, to consistently spark excitement and enthusiasm for learning.

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

Children make sound progress in their learning because the quality of teaching is adequate, rather than good, across the nursery. Staff carry out regular observations of children and identify next steps in their learning and have generally realistic expectations. However, the activities planned do not always engage all children, particularly for toddlers and pre-school age children. At times, the activities are not very inspiring or challenging. For example, during literacy activities, staff direct children by asking them to name letters of the alphabet from a set of flashcards. They say, for example, 'What is this?' Some children respond and shout out letters they recognise, however, the majority of the group are restless and lose interest. Opportunities to extend children's learning about letters are also missed, such as thinking of words that begin with the same initial sound. As a result, children do not have the chance to practise hearing and saying sounds related to words and things they can see. Furthermore, staff do not always respond or re-shape activities when children are disengaged and young children are expected to sit for long periods. Staff do not always use effective strategies to teach children how to be good listeners,

such as reminding them to listen and not shout out. As a result, children find it difficult to maintain attention, listen and tune in to language. They sometimes distract others in their learning.

Babies and young toddlers are appropriately supported in their communication and language skills in most activities. For example, staff introduce new vocabulary and use sign language for children with special educational needs and/or disabilities. Books are shared with children and they are encouraged to point to pictures of interest, naming objects they can see. Babies demonstrate a sound knowledge of how to handle books and turn pages independently. There is a range of good quality resources to support children's learning, especially in their communication and language skills. However, these are sometimes underused as staff lack imagination and creativity. In addition, the quality of interactions between staff and children is not always effective in extending children's learning. This is because children are not encouraged to practise their language skills enough and staff are quite passive and quiet. As a result, children make only adequate progress in their communication and language skills.

Toddlers demonstrate sound physical skills as they attempt to write their names on a chalk board. Pre-school children enjoy operating simple programmes on a children's laptop and know how to select icons as appropriate. Staff have an appropriate knowledge of children's interests and learning and development. For example, they support children's knowledge and understanding about two dimensional shapes and enhance the mathematics area accordingly. Babies enjoy pretending to feed baby dolls food with members of staff who then respond to babies' interests. For example, they allow the babies to take the lead in their play and intervene when appropriate.

Children are suitably prepared for their next stage in their learning. For instance, toddlers and pre-school children learn letter sounds, learn to write their names, and self-register in the mornings. Learning is positively promoted in the home and staff work closely with parents to share information about their child's interests and needs. Staff encourage parents to support their child's learning by giving them ideas about activities to do in the home. For example, encouraging parents to support their child's counting skills by counting plates on the table. Good methods to engage parents in their child's learning include wall displays of photos and descriptions of what children have enjoyed doing at the weekend. Other examples include children taking a cuddly toy bear home and writing about what he did in a diary. As a result, partnerships with parents are strong and learning is shared effectively between parents and the nursery.

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

Children feel happy and emotionally secure because staff work closely with parents to find out about children's interests and needs. Staff are committed to meeting the needs of children and their families in order to help them settle when they first start. Transitions from home to the setting, within the nursery and when children go to school are successful. This is due to staff preparing parents and children well in advance. For example, pre-visits are arranged for new children to build their confidence. Appropriate

care is given to ensuring a key person system is in place. For example, staff allow time for individual children to form bonds with staff. Key persons are chosen with the child's personal preference in mind and are quickly embedded in practice. Teachers are invited in to the nursery to meet pre-school children before they start school. Staff share information about the children with teachers so there is consistency of care.

A strength of the nursery is the way staff encourage children from an early age to be independent. For instance, babies feed themselves with spoons and older children take on small tasks. For example, pre-school children self-register in the mornings and hand out plates to their friends at mealtimes. Small responsibilities, such as taking on the role as the paper towel monitor, give pre-school children a sense of pride. They proudly say, for example, 'I pull the paper towels for my friends and if our hands are dry we put them in the bin ourselves.'

Staff are generally strong role models to children, by encouraging them to be independent in their learning and giving them praise. However, the management of behaviour by some staff is variable in the nursery, particularly for the older children. Sometimes staff lack confidence in addressing behavioural issues early and then find it difficult to take control when children shout out or are restless. Consequently, children cannot always concentrate fully and the environment is not conducive to effective learning.

Children have an appropriate understanding of keeping themselves safe. For example, they know they must be careful with scissors when cutting pieces of paper. Staff provide children with healthy snacks and meals which meet their dietary and cultural requirements. Children have an appropriate understanding of health and hygiene and the importance of physical exercise. Outdoor play is promoted positively on a daily basis and children have opportunities to develop a range of physical skills. For instance, they ride scooters, run around, and build towers with construction blocks. Staff adhere to good hygiene procedures at all times. For example, during nappy-changing times, they wash their hands and wear disposable gloves which lower the risk of cross-infection. Young babies are happy and relaxed in the care of their key person and so they feel a strong sense of belonging.

The learning environment indoors is suitably organised with designated areas of learning, such as role-play and construction. A range of resources are accessible to children so they can self-select and make choices in their learning. The nursery has good links with outside agencies for children with special educational needs and/or disabilities to ensure effective continuity of care. For example, reports from professionals are shared well with staff and parents so individual targets for children are known. Parents are regularly updated about their child's progress and transition review meetings are arranged in advance to ensure transitions are smooth when children enter school. Staff contact the school and ask for photographs of the teachers, and aspects of the environment so that they can be shared with children. This means they feel more prepared about what to expect in their next stage of learning.

The effectiveness of the leadership and management of the early years

provision

Arrangements for safeguarding children within the nursery are secure. All staff are thoroughly checked regarding their suitability to work with children and robust induction procedures are in place. Safeguarding policies and procedures, such as a whistle-blowing policy, are implemented well and are known and understood by staff. All staff have a strong knowledge and understanding of the potential signs and symptoms of abuse and are alert to changes in behaviour. Managers are vigilant and know which agencies to contact should they have any questions about the welfare of a child or adult. The inspection took place following notification of a child protection concern raised by the owner of the setting. The inspection found that the manager and owner were following the correct procedures and were meeting the welfare requirements. The manager and owner carried out a full investigation of the area of concern and contacted the relevant agencies immediately to seek advice. Appropriate action was taken to resolve the issue so children's safety is well promoted.

The management team hold a generally realistic view of the setting. Self-evaluation systems are in place and areas for development are identified. Views from parents, staff, and other professionals are obtained through discussion and questionnaires. These views are then taken into account and actions are taken as appropriate. An action plan is used to prioritise areas for improvement and is supported by the staff. The owner, who has Early Years Professional Status, monitors the quality of practice in the nursery and offers in-house training for staff. Together with the manager, she oversees staff, the observations, planning and assessment in the nursery. Generally speaking, the monitoring and support for staff development and practice is sound. However, not all areas for improvement have been correctly identified or addressed. For example, inconsistencies in the quality of teaching and the implementation of some policies. The monitoring of educational programmes is secure and ensures children generally receive a broad and balanced curriculum. Assessment and tracking of children's progress is accurate and effective in identifying gaps in learning. As a result, staff can tackle areas, such as knowledge of shape, more carefully. Well-established links are forged with parents and local schools, which leads to effective continuity of care for children. Staff are quick to identify children with special educational needs and/or disabilities and make referrals as required.

The nursery has addressed the recommendations raised in the last inspection. Staff now provide children with opportunities and encouragement to use their communication language and literacy skills in a range of situations and for a range of purposes. For example, they have implemented a self-registration system so older children can find their name cards and post them in a box. Partnerships with parents are strong. The nursery regularly keeps them informed about events and changes. Information about the Early Years Foundation Stage is shared and discussed with parents during parents' evenings and informative leaflets are distributed.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY336875
Local authority	Rochdale
Inspection number	941429
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	28
Number of children on roll	56
Name of provider	Cosy Toes Nursery Limited
Date of previous inspection	01/03/2012
Telephone number	0161 655 8850

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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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