

Amber's Attic Ltd

109-123 Stand Lane, Radcliffe, Manchester, Lancashire, M26 1JR

Inspection date	20/11/2013
Previous inspection date	29/04/2013

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

- Staff undertake observations of children and are aware of their likes and dislikes, this supports children's learning and development. As a result, children make satisfactory progress.
- Staff work closely with parents to ensure children's individual needs are met. Children are settled and secure attachments with staff are evident.
- Staff have a secure understanding of safeguarding and the importance of risk assessment. As a result, risks to children are identified and minimised.
- The new management team have been pro-active in addressing previous concerns and have a clear vision for the future. This shows a commitment to continued improvement.

It is not yet good because

- Assessment and tracking of children's progress is not yet consistently embedded in practice. This means that planned activities do not always offer appropriate challenge or consistently identify children's next steps in learning.
- Opportunities to provide challenge and support children's all-round development in the outdoor area are less well-established.
- Some staff do not exploit opportunities to skilfully challenge and question children to improve their learning and prepare them for school.
- Routines for pre-school children at lunchtime do not support independence.

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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the nursery's self-evaluation processes and undertook a joint observation with the Early Years Professional.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

Inspector

Elisia Lee

Full report

Information about the setting

Amber's Attic Ltd was registered in 2004 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Radcliffe area of Bury and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from five playrooms on two levels and there is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, one holds Early Years Professional Status, eight hold appropriate early years qualifications at level 3, four hold qualifications at level 2 and two members of staff are unqualified.

The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 70 children attending, who are in the early years age group. The nursery also offers before and after school and holiday care. 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 those 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:

- ensure that assessment and tracking are consistently used to identify the next steps in children's learning and to understand children's level of achievement, interests and learning styles, to ensure that learning experiences meet their individual needs and offer challenging learning opportunities, so they make good progress.

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

- consider developing resources in the outside area to allow consistent learning and challenge across all areas of development
- strengthen staff's practice to enable them to skilfully question children with consistency, to further promote their critical thinking and to challenge their learning
- develop lunchtime routines to better support children's growing independence, particularly for pre-school children as they prepare for school.

Inspection judgements

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

Staff have a satisfactory understanding of the Early Years Foundation Stage and use this knowledge to plan activities, which generally support children in their learning and development and readiness for school. Educational programmes cover the seven areas of learning. Individual planning is in place, which is based on children's interests and this ensures that children are engaged in their play and learning. For example, pre-school children build three dimensional models of imaginary dinosaur worlds as part of a focus on dinosaurs. Children freely discuss different dinosaur names and the types of places where they may once have lived. Staff observe children as they play, which allows staff to be aware of children's likes and dislikes. However, assessment and tracking of children's progress does not consistently identify their next steps in learning and current developmental stage. Therefore, planned activities do not always reflect or shape challenging learning experiences for children. This results in some learning experiences not being precisely matched to children's individual learning needs and stage of development. As a result, children make satisfactory, rather than good progress.

Learning and teaching is satisfactory. Children initiate their own play and are, in the main, active learners. For example, babies access a range of resources while playing on the floor and exploring their environment. Toddlers are supported as staff support children to build construction models and pre-school children listen to a story that they have requested. Staff support children through role modelling the use of resources, playing with children and asking some questions. For example, children take part in a printing activity and staff ask them to identify the different colours of paint they are using. Staff provide a running commentary, such as when children are putting on aprons in preparation to paint. This strategy supports children's language development. However, staff do not always skilfully question children as they play, which means that opportunities to extend children's learning are missed. As a result, the impact of teaching on children's progress is satisfactory rather than good. Children with special educational needs and/or disabilities are supported through staff working closely with parents and a range of multi professionals to best support children's needs. Children who speak English as additional language are supported through staff working closely with parents and through using resources, such as visual timetables to support children's understanding.

Staff have sound partnerships with parents and are working to develop further links. For example, a recent display board has been developed inviting parents to share 'wow' moments and achievements that children have accomplished at home. Staff show a suitable understanding of parent partnerships through discussing children's needs on entry to the nursery and completing daily link books that parents access everyday. These document children's care needs and activities that they have been engaged in throughout the day. Suitable procedures for assessment are in place and parents are invited to share information as staff complete the 'progress check at age two'. Children exhibit generally basic skills in readiness for school. They access resources independently, share resources and take an active role in learning. Children are sufficiently supported through times of change and transition. Staff share information with school, which ensures that all carers

are aware of children's developmental needs. This supports children to adapt to change during transition periods and helps them to prepare for school life.

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

An effective key person system is in place. When children first start at the nursery they begin on a 'staggered start' and are observed to see which member of staff they naturally build a relationship with. Key persons work with parents to support children's needs and follow the same routines that children have while at home. For example, children's care needs, such as nappy changing and sleeping, are individualised to suit each child's needs. Staff are generally positive role models and interact with children at their level. Children's emotional well-being is supported. For example, babies sit in baby walkers as staff interact with them, pulling faces and making silly noises. Children giggle with delight, kicking their legs and exhibiting early communication sounds. This supports children in building secure relationships with staff. Behaviour is broadly good and staff use different strategies to support positive behaviour. For example, staff undertake observations of children to see how they interact with one another, offer consistent praise and use stickers and 'star of the week' as a visual aid for positive behaviour management.

Staff show an appropriate understanding of risk management. Daily safety sweeps are undertaken to minimise risks to children. For example, staff check the outdoor area before children go out to play to check for rubbish or broken glass. Risk assessments cover all aspects of practice. For example, when children go on outings away from the nursery they wear high visibility jackets and staff take a designated nursery mobile telephone to use in the event of an emergency. Children's independence is sufficiently supported. However, routines during the lunchtime period, particularly for pre-school children, do not consistently promote children's independence. For example, children are accompanied to the bathroom to wash their hands, do not have the opportunity to set the table, pour drinks or tidy the table after eating. This prevents the older children from building on and further developing their self-care skills in readiness for the move on to school. Resources are satisfactory and are stored effectively, so that children can choose their own resources as they initiate play. Resources are age-appropriate and there is a designated room for babies and younger children.

Children learn about healthy lifestyles through daily access to the outdoor area and local walks in the environment, such as the park. At present there are areas of the outdoor area that are out of use due to health and safety issues. This has been risk assessed and staff ensure that the area is gated off, has safety cones placed around and a member of staff is stationed in the area at all times to supervise children. Management have drawn up plans to develop the area and work is scheduled to start. However, current resources do not offer sufficient challenge to all children. For example, ride-on toys are predominantly for very young children, mark making opportunities are limited and areas are not well-resourced, such as the sand tray. The nursery has a designated cook, who prepares freshly made food on the premises each day. Children's dietary requirements are identified and catered for. Menus are varied and include fresh fruit and vegetables on a daily basis.

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

Staff have a secure knowledge of safeguarding procedures. All staff have recently attended safeguarding training and are aware of appropriate contacts should they have a safeguarding concern or be worried about a child's welfare. Staff supervise children in the environment and as a consequence, children are protected in the nursery. Safeguarding practices are in use and the management have installed new equipment. For example, the front door has a key pad entry code that is only known by staff. A member of staff always opens the door to visitors, managers can observe visitors through closed circuit television screens in the manager's office, visitors are asked to sign a visitors book on entry and there is a secure password system in place. In addition, the nursery keeps thorough records of accidents, medication and attendance, which helps staff to further protect children and promote their welfare. There are effective processes for the selection and safe recruitment of new staff. Managers always ensure that appropriate suitability checks have been undertaken before staff start work in the setting.

Staff have a satisfactory knowledge of how to support children in their learning and development. For example, younger children initiate their own play and much of their activities are child-led. While older children build their skills further through adult-led activities and focused discussion. Reasonable monitoring is in place, the manager monitors teaching and learning throughout the rooms. This means that any gaps in children's learning are identified, so that effective support can be put into place. There is an Early Years Professional, who is currently further developing the observation, assessment and tracking practice through discussion with staff. Staff training needs are identified through supervisions and managers have identified key training for all staff to refresh their knowledge and support improved practice. There is an induction process in place for new staff and managers are very supportive of staffs continued professional development, this is supported through supervisions, regular staff meetings and further training opportunities. Children make satisfactory progress in their learning and development, as next steps are not always identified to maximise learning.

There is a new management team in place, who have been pro-active in addressing recommendations from the previous inspection. For example, further resources have been purchased to better support children in the baby room. The management team are working towards identifying areas of strength and weakness to further improve practice. For example, they are currently working on developing the outdoor area, implementing a new planning system and developing resource audits to identify key pieces of equipment, which will enhance children's learning. The views of parents are welcomed through a suggestion box and comments book. Overall, this shows that the management team are committed to improving practice. Partnership working is in place and the nursery works with a range of professionals, such as staff from the local school, children's centre, educational psychologist and a speech and language therapist. Management are developing links with other providers and staff will be visiting other settings to share good

practice and develop networks. Staff have an understanding of working in partnership with parents. Parents are complimentary about the nursery. For example, they comment 'staff are really friendly, my child's key person is great'.

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	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	EY271791
Local authority	Bury
Inspection number	940044
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	111
Number of children on roll	70
Name of provider	Amber's Attic Ltd
Date of previous inspection	29/04/2013
Telephone number	0161 723 1555

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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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