

Barton Moss Children's Centre Nursery

Barton Moss C of E Primary School, Trippier Road, Eccles, MANCHESTER, M30 7PT

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|--------------------------|------------|
| Inspection date | 06/12/2013 |
| Previous inspection date | 15/02/2013 |

| The quality and standards of the early years provision | This inspection: | 1 |
|--|-------------------------|----------|
| | Previous inspection: | 1 |
| How well the early years provision meets the needs of the range of children who attend | | 1 |
| The contribution of the early years provision to the well-being of children | | 1 |
| The effectiveness of the leadership and management of the early years provision | | 1 |

The quality and standards of the early years provision

This provision is outstanding

- The management team and staff have an outstanding knowledge of the Early Years Foundation Stage. They have an excellent understanding of how children learn and use a rich and varied range of inspiring teaching strategies and resources to support children as they make excellent progress towards the early learning goals.
- Secure caring attachments are evident between children and staff who work closely with parents and know children's needs very well. As a consequence, children are independent and active learners, exhibiting very high levels of self-esteem.
- The environment engages children and is stimulating, enriching learning opportunities through a varied range of continuous provision areas. Children initiate their own play, share resources and play cooperatively with their peers.
- All staff have an excellent knowledge of safeguarding procedures and the action to take if they have any concerns about children's welfare.
- Comprehensive self-evaluative practice is in place which consistently identifies areas for further development. Staff are extremely reflective and ensure that ongoing quality improvements are identified and addressed.

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 and children at play throughout the inspection.
- The inspector spoke with children, staff, parents 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 provision's self-evaluation processes, undertook a joint observation with a member of the management team and observed that appropriate suitability checks were in place for all staff.

Inspector

Elisia Lee

Full report

Information about the setting

Barton Moss Children's Centre Nursery was registered in 2009 and is on the Early Years Register. It is situated in the grounds of Barton Moss Primary School in Eccles and is managed by Salford City Council. The nursery serves the local area and is accessible to all children. Three main play areas provide base rooms for the children and there is an enclosed area available for outdoor play. Children also have access to the school hall, sensory room and school outdoor play areas.

The nursery employs 12 members of childcare staff. Of these, three hold appropriate early years qualifications at level 4, five hold qualifications at level 3 and four hold qualifications at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 8am to 6pm, all year round with the exception of public holidays and a week over the Christmas period. There are currently 44 children attending who are in the early years age group. The nursery provides free 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.

What the setting needs to do to improve further

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

- consider developing further opportunities for children to build their already excellent levels of understanding about the world and the environment, for example, by further enhancing the sensory garden to support children's exploratory skills in the outdoors.

Inspection judgements

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

The staff and management team have an outstanding knowledge of the Early Years Foundation Stage and use this superbly to support children's learning and development. The environment contains first-class resources which engage children and supports them in acquiring the skills, attitudes and dispositions they need to be ready for school. Educational programmes cover all areas of learning and staff plan activities which are based on children's interests and next developmental steps. Assessment and tracking of children's progress is consistently high and staff have an excellent knowledge of children in their key group. Planned activities are developmentally appropriate and are well matched to individual learning needs. For example, younger children explore how to make marks in a shallow tray using a variety of different tools, while older children make marks

in the outdoors on a larger scale using paint brushes dipped in puddles. This shows that staff reflect on children's needs and provide activities to support individual next steps. As a result, children make excellent progress.

Teaching is inspiring, and staff are enthusiastic, using targeted strategies in order to provide optimal challenge for children's learning. For example, children explore the sensory properties of melting ice as they play with Arctic animals in the small world area. In addition, laminated words hidden amongst the animals introduce children to keywords. This supports children's language skills and their understanding of different texts within the environment. Staff show excellent understanding of effective teaching through asking open-ended questions and posing challenges to children as they play. Children are engaged with resources and use them innovatively to extend their learning. The impact of this is that children are extremely keen learners exploring resources and the environment with enthusiasm and confidence. Teaching strategies allow children's learning opportunities to be significantly enhanced. For example, the nursery promotes the 'Every child a talker' programme where children's language and communication skills are supported through play and focused activities. In addition, children take part in weekly 'Write dance' sessions where children's physical skills are promoted in preparation for writing. Children who have an identified special educational need are supported well. There are two knowledgeable special educational needs co-ordinators. They support staff undertaking regular observations, liaising closely with parents, attending multi-agency meetings as appropriate and seeking advice from a range of other professionals. Children who speak English as an additional language are supported through dual language signs and posters, staff learning keywords in their home language and visual cues which support with communication. In addition, staff use sign language as a way of supporting all children's communication.

Links with parents are outstanding. Exceptional relationships are evident between staff and parents as they share information through completing the 'all about me' document, contributing to children's development files, daily verbal feedback and using home link books. In addition, the nursery operates a lending library where families can loan bags of resources which support further learning in the home. Staff have an excellent understanding of the importance of parent partnerships and work superbly with parents to enrich children's learning. For example, the nursery completes planning using a 'whiteboard system' that can be easily changed and adapted to record children's interests. Parents contribute to this, through writing activities on the board that their child has undertaken or an emerging interest that they have observed at home. This ensures that all carers are aware of children's changing needs. Parents are kept very well informed of their child's progress through home link books and daily verbal feedback. Children's transitions are exceptionally well supported as they prepare for school. For example, children have the opportunity to learn alongside children who attend the on-site school and are invited to take part in school events, such as the Christmas concert. This means that children are emotionally well prepared for change and transitions.

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

There is a highly effective key person system in place which is flexible to support the needs of children. Secure attachments are evident and children have excellent relationships with staff. For example, babies sit on the knees of staff as they take part in a singing session, kicking their legs and arms with excitement and giggling as they enjoy the singing. Staff are extremely caring and nurture children well, following routines from home which support children's needs, such as sleep routines. This means that superior bonds are developed. Staff are excellent role models for children, they are enthusiastic, engage in play, role model how to use resources, provide a running commentary and promote children's thinking. Behaviour is exemplary. Staff discuss activities with children, provide consistent praise to children, support children's self-esteem and celebrate children's achievements. This means that children's well-being is supported and enriched exceedingly well.

Staff have an excellent understanding and give the highest priority to children's safety, while on and off the premises, due to highly comprehensive risk assessments and effective deployment of staff. For example, children are able to move freely between the indoor and outdoor environment. This is monitored closely to ensure that ratios are maintained while children play outside. In addition, staff monitor children's interests while outside and plan for further learning. For example, children observed having an interest in ice and snow are further supported inside the nursery through taste testing different flavours of ice cream. Children learn about safety in the environment through regular outings. For example, children go on walks in the environment or use public transport to visit the town centre as part of celebrations for Chinese New Year. These activities give opportunities for children to consider road safety and stranger awareness. Children have an excellent understanding of routines. For example, children wash their hands before eating lunch, independently sit down and prepare for circle time and put coats on before playing outside. Resources are superb and inspire children to explore and become actively engaged in learning. For example, children sing 'what's in the bag' as they identify the initial letters of different items contained inside the bag. The impact of this is that children's learning is significantly enhanced.

Staff promote healthy lifestyles and the importance of exercise through a broad range of indoor and outdoor activities including music and movement sessions. Outdoors children access a tap and water pump as they transport water, play in a large sand pit and sit in wicker wigwams as they observe their peers as they play. In addition, children go on 'listening walks' in the local environment where they listen to birds singing, moving traffic and watch the clouds float by. The outdoor areas are well thought out and areas of continuous provision are in use. However, there is scope to extend children's already high level of understanding about the world and the environment, for example, by further enhancing the sensory garden to support children's exploration in the outdoors. Children are independent and have excellent self-care skills. Staff give clear messages about health and exercise, which supports children in their understanding of the importance of leading a healthy lifestyle. For example, staff discuss the importance of eating vegetables as children eat lunch. Children have healthy menu options prepared by a designated cook. Menus are varied and cater to provide for all dietary requirements.

The effectiveness of the leadership and management of the early years

provision

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood and are implemented in a highly effective way by the management team and all the staff. This means that children are safeguarded and extremely well protected in the nursery. All staff attend regular safeguarding training and procedures are discussed at staff meetings, which continually enhances practice. For example, staff discuss procedures to follow and the relevant agencies that they must contact should they have a safeguarding concern. There are effective procedures in place to support safe selection and recruitment of new staff. The management team ensures that appropriate suitability checks are undertaken on every member of staff and there are excellent processes in place to support staff. For example, robust induction procedures, appraisals, peer observations, regular supervisions and weekly staff meetings. Safety and security are given the highest priority. Parents use a secure password if they are unable to collect their child and staff use key fob entry which means that unknown adults cannot gain access to the nursery without staff being aware of who is on the premises. Robust risk assessments are in place and daily safety sweeps are undertaken which cover all areas of provision. Children are further protected through the nursery using a visitor's book, maintaining daily registers so that ratios are constantly maintained, undertaking regular head counts and taking part in regular emergency evacuations. Robust documentation is in place which supports excellent practice.

The management team constantly monitor teaching and learning in all the rooms. This ensures that staff provide purposeful and developmentally challenging activities. This shows that the learning and development requirements are fully understood and implemented by the management team. Room leaders have high expectations of staff and ensure that staff are highly effective in identifying and planning for children's needs. All staff attend a weekly staff meeting which allows children's developmental progress to be shared, next steps to be identified and planning to be developed which supports children's current interests. Children progress exceedingly well towards the early learning goals. There are excellent methods of tracking children's progress which means that support is targeted and they make excellent progress in their learning and development. Staff attend regular training opportunities, attend network meetings and share good practice with other providers. This promotes rigorous self-evaluative practice and allows staff to constantly refresh and update their knowledge in order to provide consistent development.

Staff have a superb understanding of the importance of partnership working, which ensures that children's individual needs are exceptionally met. Excellent links have been made with a range of multi professionals in the local community to support children's needs. Partnerships with parents are very strong and the opinion of parents is given the utmost priority to constantly develop a quality service to children and their families. Parents are extremely complimentary about the nursery. They comment 'the nursery is amazing, I don't know how I would have coped without the staff, nothing is too much trouble' and 'staff always keep me informed of my child's progress, I know that I will be welcomed at any time, it is a wonderful place'.

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

| | |
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| Unique reference number | EY375536 |
| Local authority | Salford |
| Inspection number | 941293 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 40 |
| Number of children on roll | 44 |
| Name of provider | Salford City Council |
| Date of previous inspection | 15/02/2013 |
| Telephone number | 0161 7780065 |

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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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