

Longsight Sure Start Children's Centre (Aisha Childcare)

1A Farrer Road, MANCHESTER, Lancashire, M13 0QX

Inspection date	10/12/2013
Previous inspection date	06/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's safety and security is a high priority in the setting and staff demonstrate a very good understanding of how to protect children's welfare, including working in partnership with other professionals.
- Children and babies are confident and happy because they form attachments to key persons. Staff demonstrate effective management of children's behaviour through use of the nursery's policies and procedures.
- Staff have a very good knowledge of how to effectively support children's learning through planning, observation and assessment. Parents are extensively involved in planning for their children's learning.
- Evaluation is effective as it draws on the views of a wide range of people associated with the nursery and managers and staff are thoroughly committed to continuous improvement of the provision.

It is not yet outstanding because

- There is scope to further explore the different ways in which children with English as an additional language can be supported to learn how to follow instructions.
- The use of the outdoor area is not maximised with regard to children's creative play and providing opportunities for babies to experience making marks.

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 reviewed a range of information available about the nursery, to prepare for the inspection, and examined a selection of documentation related to children's learning and welfare.
- The inspector toured the premises.
- Observations of childcare staff and their interactions with children were carried out throughout the day.
- The inspector held a meeting with the nursery manager and the senior manager from the parent company, and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector and the manager.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Longsight Sure Start Children's Centre (Aisha Childcare) is managed by the Big Life Company and registered in 2004. It operates from four rooms and associated facilities over two floors within the Longsight Sure Start Children's Centre in Manchester. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to an enclosed outdoor play area and the nursery also has use of the centre's soft play room.

The nursery is open each weekday from 8am until 6pm for 50 weeks of the year. There are 13 members of childcare staff, of whom 10 are qualified to at least level 3 in childcare and two have foundation degrees in relevant subjects. The manager has an honours degree in early years. The nursery receives support from a qualified teacher and the Big Life Company's senior manager for nurseries, who is qualified to master degree level. There are currently 71 children on roll, all in the early years age range, attending for a variety of sessions. The majority of children attending speak English as an additional language and a very small number of children have special educational needs and/or disabilities. Funded early education is provided for two-, three- and four-year-olds. This includes a playgroup for children aged three- and four-years-old who attend solely on the free early years funding entitlement.

The nursery also receives support from the Sure Start Childcare Partnership. It holds a Manchester Early Years Health award and is progressing through the local authority's quality assurance scheme.

What the setting needs to do to improve further

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

- enhance the ways in which children with English as an additional language in the playgroup are supported to follow instructions, for example, by using visual prompts
- explore greater opportunities for babies to make marks in the outdoor area to support their physical, social and communication development
- enhance the opportunities for creative and role play in the outdoor areas through, for example, construction materials and a greater use of resources, in order to encourage children to be imaginative in different environments.

Inspection judgements

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

Children make good progress in their learning, including those with English as an additional language or with special educational needs and/or disabilities. This is because key persons have a good knowledge of how individual children in their key groups learn and how to build on this. Staff make plans for inclusive activities based on their observations of what individual children can do and use information about their interests to help motivate them in their learning. The support for parents to contribute directly to the planning for their children is a key strength of the nursery. This is because plans are always made in conjunction with parents and there is a deeply embedded culture of parents contributing to observations about their children's learning. The educational programmes, consequently, have depth and breadth and are well matched to children's ages and stages. Parents can take children's learning records home in order to read them and all children have daily diary sheets that are shared between home and the nursery, to keep parents well informed about children's welfare and activities. These provide very good detail about the activities that have been provided over the day, so that parents gain a thorough understanding of the learning experiences their children have enjoyed.

Good quality observations are made frequently by staff on children's learning and these are compared to expected developmental norms for children's ages. Comprehensive assessments are made of children's learning, through tracking their progress in detail, including their starting points. This enables staff to see if progress is as expected, above or below that for children's age and stage of development. Consequently, staff are able to address any gaps in learning that may emerge, so that early intervention can help prevent greater future difficulties. The manager and senior manager collate and analyse assessment information regularly in order to look where more intervention is needed to maximise learning for groups of children and individuals. This results in managers and room managers making plans to enhance practice, such as acquiring extra resources or making greater use of numeracy activities with children. This use of assessment data also helps to identify any staff training needs which can then be addressed.

The quality of teaching is good because staff ask children questions and give them sufficient time to think and answer. Critical thinking is encouraged, such as in small group letters and sounds work with pre-school children, when staff ask children to respond with loud or quiet sounds depending on the picture shown to them. They provide activities for all ages of children that stem from their interests, which motivates children to learn more. For example, staff are observant to the patterns in children's play, such as when they like to investigate boxes with lids, along with other ways to enclose or hide objects. They then provide resources and time for children to explore their interest and therefore learn from it. As a result, children learn through trial and error as they match the correct lid to the size of box. This extends children's manipulative skills, spatial awareness and their hand-eye coordination. Extensive use is made of first-hand experiences for exploratory play with 'messy' materials, such as, sand, water, cornflour, paint and glittery glue. This enables staff to introduce describing words to children and babies in order to extend their knowledge and range of words. Children have effective opportunities to learn how to

make marks and give these meaning as a result. However, sometimes staff overlook opportunities for babies to take part in this type of activity outdoors. Some pre-school age children show very good progress in writing and can clearly form letters and write their names. This is the result of good teaching. Within the playgroup, children with English as an additional language learn new words rapidly as a result of the experiences offered. For example, when children went to see the large fish tank in the children's centre, one child said 'beautiful' after hearing the word used. Staff in playgroup have identified other aspects of children's language development, such as following instructions, which need to be enhanced and are beginning to explore strategies to make this a more rapid learning process. However, these are not yet in place. Staff provide times for children to enjoy moving freely between the outdoor areas and the inside of the nursery, to support them in learning how to make choices. Home role-play resources in the larger outdoor area for children over two-years-old are well used, developing children's social and communication skills. However, opportunities for children to use resources, such as crates and lengths of material, for developing creative ideas of their own in the outdoors have not been fully explored. Staff have created an area indoors for children and babies to experience a wide variety of sounds, textures, pictures and lighting in a small sensory area. This provides a calm environment in which staff can effectively support children's and babies' language development through talking about what they see, hear and touch.

The nursery has established strong links with the neighbouring primary school, and children in the nursery are invited to attend events, such as plays at Christmas or celebrations at Eid Mubarak. These links have also enabled the nursery and the school to provide effective support for children prior to their transfer to full-time education and this support continues through regular liaison, such as over children's progress toward the early learning goals while they are in Reception. This dialogue enables the nursery to gain information to enhance practice as part of the planning for continuous improvement in supporting children's learning.

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

The setting operates a 'key person with deputy' system in order to support children's emotional welfare, and key persons show strong knowledge of children, their routines and their preferences. Key persons are, therefore, able to provide effective support for children's emotional well-being which, consequently, facilitates children's learning. Children and babies demonstrate good self-assurance by exploring the space and resources thoroughly, indoors and outdoors, as well as by engaging with staff in their play. Older children in all rooms are encouraged to serve themselves at snack or meal times, in order to further develop their self-help skills. Children's behaviour is observed to be good and they use resources safely, because staff supervise this effectively. Staff throughout the nursery demonstrate a consistent, stepped approach in order to effectively help children learn to manage their feelings and actions towards others. Individual behaviour plans are made in partnership with parents, when needed, to manage any child's repeated behaviour that could have a negative impact on the learning and welfare of the child and others.

Resources and toys are highly accessible, consequently, children develop independence because they are able to make their own decisions about what to play with. Children's welfare is very well protected by a comprehensive range of policies and parental permissions. The nursery provides an outdoor environment which gives children good opportunities to take reasonable risk in their play, with careful supervision. The very large outdoor area is well resourced with fixed equipment for children to help develop their whole body control. Children have ample opportunities to climb, run or pedal on tricycles so that they learn to enjoy exercise as part of a balanced lifestyle. Babies have their own section of the outdoor area where they can develop confidence in whole body control by pushing wheeled toys or learning how to use ones that rock. Children show a good level of self-care and are able to manage a variety of aspects of personal hygiene appropriate to their age and stage of development. Staff talk to children about the importance of effective hygiene routines, such as keeping their noses clean, and as a result, children learn why they should do this. Meals are healthy, and children have independent access to water over the day. This ensures that children receive a balanced diet and learn to manage their own needs for drinks. Children in the pre-school and toddler rooms can learn to manage their own needs for healthy snacks, as fruit is available for them to select from across the day. All areas of the nursery are clean and well maintained to help prevent the spread of any germs. Suitable practical safety measures, such as safety gates and moderating storage heater temperatures, are used to help prevent accidents. An entry system with fingerprint access is used on the main door to the nursery, to protect children by preventing unauthorised access to the building. Staff deployment is observed to be effective to support children's welfare and learning, because they work together to ensure that children are always supervised indoors and outdoors according to, or better than legal requirements for ratios.

Transitions within the setting are well managed, with plenty of discussion with parents to support children when changing rooms. A highly flexible approach to the length of time required, which is based on the needs of the individual child, is taken for all moves between rooms to maintain children's emotional well-being. Robust information to enable children's new key persons to settle them is passed on at meetings, such as their likes and dislikes, along with their current learning needs. The nursery requests information from any previous settings attended by children in order to inform their initial planning. Parents complete a thorough information record about their child with staff prior to children joining, in order to support their well-being and the settling-in process. This includes comprehensive information to support children's good health, along with any cultural requirements, such as those regarding diet. The nursery and the host children's centre staff maintain weekly or more frequent meetings as required in order to better support children with special educational needs and/or disabilities, along with their families. The siting of the nursery within the children's centre means that referral and partnership with other services, such as speech therapy, is well facilitated in order to support children's development and learning.

The effectiveness of the leadership and management of the early years

provision

Risk assessments and safety checks are detailed and regularly reviewed to enable children to play safely and freely, on the premises as well as on outings in the local area. Staff have a comprehensive understanding of how to manage any concerns they may have about a child's welfare due to a good knowledge of safeguarding and whistleblowing procedures. All managers and staff are checked and vetted for suitability to work with children. The documentation related to statutory requirements is completed to support the safe and effective running of the nursery, including a policy for the safe use of devices with cameras on the premises, such as mobile phones. A comprehensive range of policies and procedures is implemented to maintain a high standard of care and learning for all children in the nursery. For example, visual reminders with diagrams relating to behaviour management procedures are displayed in all rooms for staff and parents to refer to. This informs parents about how children's behaviour is safely managed and also prompts staff to provide effective support for children who are learning to manage their feelings and behaviour.

Responsibilities of staff and managers are clearly defined to ensure that staff understand of how to carry out their roles to a high standard as they are aware of the expectations for good quality practice. Procedures for recruitment, induction and staff performance management are comprehensive. As a result, the nursery has recently been able to appoint managers and replace staff in order to maintain an effective team that provides continuing good care and learning for children. Staff are supported to identify areas where they would like more training through regular meetings as a whole group, and also through frequent supervision meetings with their manager. The managers show a high level of awareness of how to manage training and professional development that meets the need of the team, including those staff who have recently joined the nursery. This enhances the care and education provided by the setting, as new staff are quickly provided with important knowledge. For example, they are able to maintain children's security and manage their behaviour effectively using the nursery's policies and procedures.

Staff plan educational programmes based on the needs of individual children, which provide good or better levels of challenge for their age and stage of development. There are thorough systems in place to monitor the quality and consistency of observations, planning and assessment of children's learning. This means that good practice to support children's learning is maintained throughout the setting. The quality of teaching is monitored by managers and the qualified teacher through observations. This means that any perceived underperformance can be quickly resolved so that staff are clear about the high standards expected from them. The nursery has established excellent partnerships with parents, with regard to planning for children's learning. Parents contribute to the nursery's plans for development both through verbal and written means. Staff have regular opportunities to share information with the manager for the evaluation process at whole staff meetings and supervisions. The nursery's management demonstrates a highly purposeful approach to self-evaluation and this draws on a wide range of views from in and outside the nursery, to ensure that all concerned have a voice. The manager is highly motivated, which is in turn communicated to staff, who show enthusiasm in their work at

all times with children. Partnership with the host Sure Start centre is outstanding and provides excellent joint support for vulnerable children and families. This is as a result of regular, sensitive communication between the nursery, the centre and parents along with other professionals involved in meeting children's needs.

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	EY292646
Local authority	Manchester
Inspection number	942362
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	71
Name of provider	Aisha Childcare Ltd
Date of previous inspection	06/11/2009
Telephone number	0161 248 1500

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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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