

Ellis Day Care

Church of the Nazarene, York Street, OLDHAM, OL9 6ET

Inspection date

Previous inspection date

14/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 make good progress in their learning and development. This is because children receive a personalised curriculum and effective measures are in place for the monitoring and evaluation of teaching and learning.
- Leadership and management have established a robust system to ensure staff are suitable to work with children. As a result, children are safeguarded well and their welfare is protected.
- Partnership working is good. Strong links with parents, carers and the local community have been established.
- Children's individuality is well supported within the nursery. As a result, children settle very quickly and are eager to explore their learning environment.

It is not yet outstanding because

- There is scope to extend early literacy development within the learning environment for children, for example, by ensuring resources are labelled, names are displayed and signs are clearly visible.
- Children are not always provided with further opportunities to enhance their large muscle skills while playing outside. As a result, children are not consistently provided with challenges in their physical development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector took a tour of the premises.
- The inspector held a joint observation with the manager of a teaching and learning activity.
- The inspector checked the suitability of all staff working with children.
- The inspector looked at a number of documentation, including policies, procedures and the setting's self-evaluation form.
- The inspector took the views of parents and carers into consideration on the day of inspection.

Inspector

Luke Heaney

Full report

Information about the setting

Ellis Day Care was registered in 2013 on the Early Years Register and the compulsory parts of the Childcare Register. It is situated in a single story premises in the Oldham area of Lancashire and is managed by a private provider. The nursery serves the local area and is accessible to all children. It operates from one large room and there is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, one holds a relevant level 3 qualification and one holds a relevant level 4 qualification in early years. Two members of staff hold a degree in early years practice.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently seven children attending who are in the early years age group. 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 children with special educational needs and/or disabilities. The nursery is a member of the Pre-School Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

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

- extend the programme for physical development by: providing children with opportunities to use their large muscle skills through a variety of play equipment. For example, by providing them with bicycles and scooters
- develop children's early literacy skills further by creating an environment, which is rich in print where children can see and learn about words. For example, by labelling resources using names and signs.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and use this knowledge effectively to meet the needs of all children. The environment is bright, welcoming and children's creative work is displayed. However, there is scope to further develop children's early literacy development through ensuring the environment is rich in print, for example, by labelling resources and displaying posters and signs. Staff are caring, enthusiastic and facilitate children's learning

well. For example, children demonstrated an interest in a story about 'Goldilocks and the Three Bears'. From this, staff prepared a variety of resources that reflected the story, such as building a cottage for Goldilocks outside that children could explore and play with. Staff highly value children's ideas and personal interests and these are then incorporated within the weekly and daily activity plans. For example, when a child took a particular interest in water play, staff provided a variety of water activities, including filling bottles, cups and splashing in puddles. Children's ideas are always followed through, such as visiting the local park or providing favourite resources to play with that they have particularly asked for. Activities and resources are mainly planned very well to reflect what children need to learn next, although, staff occasionally place less emphasis on promoting children's large muscle skills through a variety of different activities, such as riding a bicycle. Children freely explore and investigate their environment, displaying the characteristics of effective learning. For example, during an outdoor activity, one child becomes really interested in finding bugs using various digging tools. The child persists with this activity until their intended outcome is achieved. Staff support children's independent learning very well and allow them to become natural explorers within their environment. Children are provided with lots of encouragement, so they are very confident to try new activities and experiences. For example, children freely select porridge oats and mix them with water, add to play dough and feed dolls in the home corner.

Teaching and learning is consistently good throughout the nursery and robust systems are in place for the monitoring of this. For example, children's learning and development is regularly reviewed through observation, assessment, parental contribution and staff knowledge. As a result of this, children's developmental needs are quickly identified and subsequently, targets are put in place to ensure they are given adequate intervention to help them achieve optimum learning outcomes. Children have a strong sense of ownership within their learning environment and staff fully support this by using effective observation and assessment systems to establish children's abilities and interests. A mixed balance of adult-led and child-led activities take place. Staff are always on hand to facilitate or sensitively support children's learning further. For example, one child was finding it difficult to put a toy egg into a carton. The staff member allowed enough time for the child to have a go before aiding them to achieve their intended outcome. As children become older, their independence skills are further challenged, such as providing them with 'special jobs' and introducing them to more adult-led activities. As a result of this, children are well prepared in their next stage of learning, such as moving on to school.

Children with special educational needs and/or disabilities are well supported. The manager has an in-depth knowledge of special educational needs and/or disabilities and has attended a wealth of training, which has then been cascaded to her dedicated team. Staff fully understand the needs of the children within their care and are kept up to date on their progress and overall development. For example, the nursery's Special Educational Needs Coordinator monitors children's progress, evaluates interventions, liaises with other professionals and feeds back to staff and parents. Staff are committed to ensuring that all children within the nursery receive the highest standard of care and learning. For example, regular meetings are held with parents, key persons, management and any other professionals involved with individual children, such as health visitors, to review the

effectiveness of interventions that are in place. Individual education plans are arranged for children with special educational needs and/or disabilities, highlighting the specific actions that need to be put in place to support a child and how these will be achieved.

Management regularly review and monitor the effectiveness of each child's individual educational programme. Children, who have English as an additional language, are very well supported. The nursery has recently appointed a pastoral support worker, who is bi-lingual and whose main aim is to meet the needs of children with English as an additional language. The pastoral support worker has implemented a number of initiatives, such as introducing bilingual books, bi-lingual letters and bi-lingual key phrases to help support these children's developing use of English.

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

Children enter the nursery with great enthusiasm, delight and full of laughter. They are very comfortable and confident to leave their main carers and immediately explore their learning environment. The key person system is well rooted and staff know their key children very well. For example, one child who has limited language, uses a variety of non-verbal prompts and their key person is well clued into these and fully understands their needs and wants. Key persons build strong and trusting relationships with children, through one-to-one activities and a well-supported transitional process. For example, parents and children are invited to attend 'stay and play' sessions. This has the dual purpose of getting to know the child and affirming the trust of parents and carers. Detailed information about individual children is obtained from parents in the form of an 'all about me booklet'. Parents are given detailed information packs about policies, procedures, learning and development and a number of useful early years contacts. Parents are kept well informed of their children's time at the nursery and attend regular parents' meetings and coffee mornings.

Children's behaviour is very good. Staff are good role models and demonstrate a consistent approach in the behaviour management system. For example, staff consistently uses positive reinforcement when children have achieved a certain goal, such as independently climbing the steps to the slide, by rewarding children through praise, encouragement, stickers and 'high fives'. Children fully understand what is expected of them and remind one another of being kind and gentle. They routinely praise each other and 'high five' staff members when they have achieved something that they are proud of. For example, a child playing in the outdoor area, carefully fills cups and bottles to pour down a small drain pipe, then looks at the staff member, giving them a 'high five' hand signal to celebrate their success. Children's laughter, excitement and natural curiosity are very prevalent within the learning environment and staff promote this by celebrating children's individuality. For example, when a child took a particular interest in painting and exploring the texture of paints with their hand, staff promote this further by providing a number of painting activities outside, including painting pebbles. As a result, children enjoy their learning and have a strong sense of belonging.

Children are developing a good awareness of healthy practices within the nursery. For example, children fully understand the significance of washing their hands before meal and snack times. Staff demonstrate good hygiene routines to the children and regularly

talk to them about the importance of eating healthy foods, gaining exercise, brushing their teeth and washing their hands. Children are given open access to the outdoor provision and use this well. They are developing a clear awareness of managing risks when taking on challenges. For example, children use natural tree materials, such as 'stepping logs' to walk and jump. Children are developing good independence skills. For example, children self-select snacks, pour their own water and tidy up after themselves. Transitions within the nursery are well embedded. For example, staff arrange home visits, which allow staff to observe children within an environment that they feel safe and secure in. In addition, staff support children's emotional well-being by spending time with them and focussed transitional activities. Good links with other nurseries and schools enables staff to prepare children for their next stage in development, such as moving on to school. Staff accompany children to their new nursery, speak to their new key person and provide a variety of activities, such as role play, reading and carpet sessions, that primarily focus on a step by step process of transition.

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

Children's safety and well-being is given the upmost of priority at the nursery. Stringent safeguarding procedures are well rooted in practice, so that children are kept safe. All staff have a thorough understanding of the possible signs and symptoms of abuse. Staff are fully aware of who to contact in the event of a child protection concern and understand the procedures to follow in the event of a concern about the conduct of a colleague. The nursery has a detailed safeguarding policy that provides parents with basic information of where to seek advice and the explanation of the different categories of abuse.

Management have ensured that all staff members have undergone safeguarding training and a designated safeguarding officer appointed. Management liaise with local health and safety officials to ensure the premises are clean, safe and fit for purpose. Further to this, regular risk assessments are completed on a daily and monthly basis, along with health and safety checks. Management carry out regular checks on equipment, resources, appliances and furniture, with all electrical items tested for safety every six months.

Management have implemented robust systems in the recruitment and vetting of staff. Recruitment procedures include meticulous checks on previous employment, references and enhanced Disclosure and Baring Service checks are implemented. All new staff undergo induction training and are supported well within the probationary period. Staff's suitability to work with children is regularly reviewed by management. Management have devised a comprehensive set of policies and procedures and review these on a regular basis. For example, within the safeguarding policy, the nursery have included the appropriate and safe use of computers and laptops to ensure children's safety is fully protected.

Staff training and continual professional development is supported well. Management regularly hold supervision meetings with staff to discuss professional performance. Staff are set clear and precise targets and interventions, such as training, is provided to ensure ongoing professional development. Appraisals compliment supervisions, but have an in-depth focus on the professional practice and development of each staff member. Management also have effective systems in place for monitoring teaching and learning.

Regular observations on teaching are carried out and feedback given to staff members. Management devise a whole training package for staff members that is tailored to their specific needs and monitor the educational programmes, assessment, observations and planning well. Stringent checks on these ensures that children are receiving good quality care and learning. Management work closely with the local early years advisor to ensure any identified gaps in learning and development are narrowed. For example, specific interventions are in place for children who need additional support in a particular area of learning and development. These are reviewed weekly and individual targets are established. Children are given one to one time with staff to ensure gaps can be narrowed and better outcomes achieved. However, there is room to improve some aspects of the learning environment, so that children's large muscle skills are further developed and they benefit from seeing and learning from a wider range of different types of print.

Partnership working is well established within the nursery. Management have worked effortlessly to build links with parents and carers through a variety of ways. For example, by inviting parents to 'stay and play' sessions, parents' evenings, home visits and coffee mornings. Parents speak highly of the nursery and commend the staff on their friendliness and approachability. A comprehensive parent board highlights relevant information about the nursery, healthy eating practices and Ofsted's contact details. Links with the local community are also in place. For example, the nursery joined in with the local Salvation Army's Christmas concert and the children participated in the retelling of the Nativity. Further links with the local Mosque, Church and children's centre, all add to the commitment management have to establishing good community cohesion. Management are committed to driving forward improvement and bringing about change. A comprehensive self-evaluation lays the foundations of what management want to achieve for the future. For example, these include continuing with community links and improving learning and development outcomes for children. Priorities for improvement are clearly identified and targeted and include the views of parents, carers and staff.

The Childcare Register

The requirements for the compulsory 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	EY464030
Local authority	Oldham
Inspection number	928893
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	7
Name of provider	Victoria Jane Burke
Date of previous inspection	not applicable
Telephone number	0161 678 8625

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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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