

Genesis Day Care Nursery

142 Manchester Road, Rochdale, Lancashire, OL11 4HA

Inspection date	01/11/2013
Previous inspection date	01/06/2009

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		2
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 is satisfactory

- Children make good progress in their learning and development because attentive staff, provide a range of well-focused and stimulating activities.
- Children are happy and exhibit good behaviour because staff are good role models.
- Staff work in partnership with parents, support teachers and other professionals to ensure that children with special educational needs and/or disabilities are given every opportunity to progress in their learning and development.

It is not yet good because

- The risk assessment procedures are not always effective and as a result, hazards to children, such as broken equipment and hot water pipes, are not identified and removed. This compromises children's safety.
- Older children cannot independently choose to access the outdoor play space and this limits their opportunity for promoting their good health and physical development.
- Information regarding a child's abilities, likes and dislikes is not always gathered from parents on entry to the nursery. This limits the effectiveness of planning suitable learning opportunities for children in these early stages.
- Self-evaluation does not identify areas to develop in the provision and as a result, identified areas to improve are not well targeted.

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 toured the premises.
- The inspector observed activities in all rooms.
- The inspector held discussions with staff and managers.
- The inspector reviewed a selection of relevant documents, including records of children's learning.

Inspector

Neil Butler

Full Report

Information about the setting

Genesis Day Care Nursery was registered in 2008 on the Early Years Register. It is one of two nurseries run by Genesis Day Care Nursery Ltd and operates from four rooms in a purpose-built building. Children have access to an enclosed outdoor play area. The nursery is situated close to Rochdale Town Centre. It is open each weekday from 7.30am until 6pm for 51 weeks of the year and is closed for Bank Holidays and one week at Christmas.

There are currently 73 children aged from birth to under five years on roll and up to 18 older children attending the holiday club, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities and those who have English as an additional language. There are 18 members of staff, 16 of whom hold appropriate early years qualifications to at least level 2. The owner has Early Years Professional Status. The setting provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- ensure all areas are safe for children at all times by using a thorough risk assessment process that effectively identifies hazards to children and take actions to remove or minimise them.

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

- ensure children older than babies have more opportunity to independently access the outdoor play space to help promote their independence and good health
- make sure information regarding a child's abilities, likes and dislikes is gathered from parents or carers on entry to the nursery to aid the planning of appropriate learning opportunities in these early stages
- develop systems for self-evaluation, so that priorities are readily identified, which promote improvements for children.

Inspection judgements

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

Children are provided with a broad range of activities and resources that contribute well to their learning and development and fully cover the prime and specific areas of learning. Children often play independently. For example, older children choose to make 'monsters' with play dough, they roll out a 'snake monster' and count the number of 'googly' eyes they stick on it. This means that they are not only expressing their creativity but also developing counting skills. Babies can help themselves to activities from low-level units or laid out on the floor and they are confident to do this. For example, they use rollers and paint to make marks on paper laid out on the floor and they are developing the physical skills needed for writing later on. Toddlers choose their favourite books in a book den and practise reading them to each other. They are learning that the words and pictures in books have meaning and developing their communication and storytelling skills. This self-initiated play contributes to their learning.

Staff support children in their play and are skilled in engaging them in their chosen activities to promote their learning and confidence. For example, when building a tower of blocks or cardboard boxes, staff ask open-ended questions about what might happen next and wait for children to come up with suggestions. They then discuss these and see what actually happens. Children are making good progress towards the early learning goals. Older children also serve themselves at mealtimes, dress themselves for outdoors and they choose which activities they want to take part in. However, children cannot choose to access the outdoor play space independently and this limits the opportunity for older children to engage in physical activity, which promotes their health. Younger children and babies make good progress in their personal, social and emotional development because they move around freely and show an interest in their play materials and activities.

Children's progress is recorded in their individual learning journal files and staff make regular observations of them during their play. These observations are linked to the relevant areas of learning and are used to plan each child's next steps in their learning. This ensures planning is led by the children's interests. The observations gathered for children aged two years are used to inform the required progress check to ensure they are making appropriate progress for their age. Staff seek information from parents throughout their time at the nursery by means of a 'three stars and a wish' document that allows parents to say what their children enjoy doing at home and what they would like them to learn at the nursery. 'All about me' information requested when their children first start attending is not always received and this delays the start of accurate assessment and planning in these early stages. Staff hold regular parents' meetings where the children's summative assessments are shared. Parents' report that they are happy with the reports they receive. Key persons share information effectively with others when children move from room to room or to other settings and have settling-in visits in the new room. This process, along with visits to local primary schools, ensures children are well prepared for the next steps in their learning.

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

Each child in the nursery has an allocated key person. They work closely with a co-key person to ensure there is usually someone present who knows the child well. This helps children to form attachments. Children demonstrate that they feel confident in the setting. For example, they are familiar with the daily routines. Toddlers smile at the staff and approach them for comfort, snuggling into them for cuddles. Older children are confident to collect their coats and serve themselves at lunch time. Children, who speak English as an additional language are supported through their key person working with their parents and through some dual-language signs and displays in the nursery. Parents' input is valued and the children begin to become aware of the wider world through the discussion of the different countries that some children's parents come from and the languages they speak. Children, who have special educational needs and/or disabilities are well supported because the staff work with their parents and any other agencies that may be involved with them, in order to provide a consistent approach. Each child is settled into the nursery over a period of time when they start attending and this is managed on an individual basis and planned between the key person and the child's parents.

When children are preparing to move up to the next nursery unit, the key person works with parents and with the new key person to arrange visits for the child to their new room, as well as to share information about the child's interests and progress. Children's transitions are managed on their individual ability and need. The nursery has well-appointed outdoor play areas and this, mostly, promotes children's physical development. They have opportunities everyday to play outside but cannot choose to access this independently. The outdoor area has a wide range of suitable play materials and objects to explore, such as logs, an insect house, a gardening area, water play; mark making and storytelling areas are also available. Staff provide children with bicycles and ride-on toys and they respond to their requests for games, such as rolling balls through tubes or balancing across stepping stones. The pre-school garden area has fixed climbing equipment and slides that are suitable for the children using it.

A recent accident, which involved a child breaking their arm has been fully investigated and management have taken action to improve supervision, accident reporting and first aid procedures, staff training has reinforced the importance of all these issues. However, not all staff carry out risk assessment procedures thoroughly and as a result, damaged fittings and equipment, such as a broken cot, split finger guards and hot water pipes pose a risk to children's safety. This is a breach of the requirements of the Early Years Foundation Stage and both the compulsory and voluntary parts of the Childcare Register, action must be taken to rectify this.

Children behave well. They understand the expectations for behaviour and the staff remind them gently to be careful or to think of others. Children enjoy the freshly prepared, varied and healthy choices for meals and snacks. The nursery chef is kept fully informed of any specific requirements that individual children have and the nursery is effective in making sure that each child's individual dietary needs are met. This minimises the risk of children being given the incorrect food and supports their well-being.

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

All staff are fully up to date with regard to appropriate first aid, hygiene and safeguarding training. However, despite management action taken following a recent incident, not all staff carry out risk assessment procedures thoroughly. As a result, damaged fittings and equipment, such as a broken cot, split finger guards and hot water pipes, pose a risk to children's safety. This is a breach of the requirements of the Early Years Foundation Stage and both the compulsory and voluntary parts of the Childcare Register. Staff understand their responsibility with regard to safeguarding and know what to do if they have concerns about a child's welfare and who to report these concerns to. Adequate numbers of staff are deployed in all rooms and play areas to ensure appropriate supervision.

The management team in the nursery understand their responsibility to meet and monitor the learning and development requirements. They regularly review children's progress, assess the breadth and depth of educational opportunities available. Managers also conduct observations of staff practice to ensure children are provided with a wide range of activities, in order to make good progress in their learning. Managers' observations of staff practice feeds into a robust appraisal and supervision process that identifies areas in which staff can improve and opportunities for training, coaching and further development. The nursery has sound procedures in place for the recruitment and vetting of suitable members of staff.

The management team and staff, with support from the local authority, have, generally, implemented self-evaluation as a tool to identify their priorities for improvement. For example, the implementation of self-service snack and discussions about healthy eating at mealtimes, encourage children to be independent and take responsibility for their own health and well-being. This is one way sought to improve practice since their last inspection. However, this is not always effective as improvements are not always identified, which prioritise benefits to children.

Staff hold meetings with teachers from local primary schools and other professionals involved in children's learning to share progress and inform planning for their future learning. Parents' views are sort through discussion and questionnaires. Parents are complimentary about the nursery saying that their child, 'misses nursery when she's not here' or that their child's 'speech has really improved'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register).

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 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	EY387016
Local authority	Rochdale
Inspection number	918083
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	76
Number of children on roll	91
Name of provider	Genesis Day Care Nursery Limited
Date of previous inspection	01/06/2009
Telephone number	01706 353 777

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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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