

Kirkway Nursery

Kirkway Surestart Centre, Kirkway, MANCHESTER, M24 1FL

Inspection date	13/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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

- Staff are highly skilled in supporting children's emotional well-being. As a result, children feel extremely secure and are confident and independent learners.
- Children enjoy a highly stimulating and accessible environment that is extremely effective in both supporting and extending learning opportunities for all children.
- The educational programmes are developed well by staff who use their good knowledge of children's needs and interests to plan the next steps in their learning.
- Both staff and parents share high expectations of all children and as a result, children show high levels of confidence and self-control in social situations and behaviour is excellent.
- There are many opportunities for parents to become involved with their child's learning and as a result, children's learning and overall well-being is very well supported within and beyond the setting.
- Staff's strengths and weaknesses are effectively identified by the manager and this helps them to develop their practice and improve the provision for all children; this includes ensuring that children are effectively safeguarded.

It is not yet outstanding because

- Systems for monitoring assessment are not as effective in evaluating how children's starting points are taken into consideration, to ensure that early assessment is as sharply focussed as possible.

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 held discussions with the manager and staff.
- The inspector viewed a sample of the children's learning journals.
- The inspector took into consideration the views of the children and their parents.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the registered person.
- The inspector looked at planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Lyndsey Murray

Full report

Information about the setting

Kirkway Nursery was registered in 2013 on the Early Years Register and on the compulsory part of the Childcare Register. It is situated in Kirkway Surestart Centre, a purpose-built premises in the Middleton area of Rochdale and is managed by Cosy Toes Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from one room and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications and one is working towards a recognised qualification. The nursery opens Monday to Friday all year round, except for a week at Christmas and the bank holiday week at the end of August. Sessions are from 1pm until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- monitor the effectiveness of assessment systems to ensure that they reflect and consider adults' good knowledge of children's starting points, so that assessment is precise and sharply focussed from the outset.

Inspection judgements

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

The educational programmes are well developed by staff who have a very good understanding of children's needs and interests. Staffs effectively seek children's changing interests through a mix of their own observations and through the well-established relationships they have with parents. Consequently, this allows staff to provide interesting and challenging experiences for all children, who as a result, are keen and motivated to learn. The key person system supports engagement with all parents and they are kept well informed of their child's progress at nursery and are supported to play an active role in their child's learning. Consequently, parents are able to share in their child's achievements and children's overall development is well supported within the setting and at home. For example, parents contribute ideas by attaching sticky notes to the planning board and these are used by staff to enhance learning experiences for all children. In addition, staff display weekly focuses for parents, which outline some of the activities that the children will be accessing as well as ideas of activities that can be carried out with children at home. As a result, children are well prepared in readiness for starting school.

Children's progress is tracked against the developmental milestones and information from

assessments is used to ensure that children have the skills needed for the next steps in their learning. This in turn enables staff to effectively close identified gaps in children's learning and as a result, all children are improving consistently over a sustained period of time. Assessment is used to identify those children who may require additional support and in these cases the setting follows the local authority's inclusion protocol in order to meet their needs. Some children also benefit from effective 'Individual development plans' to further support their additional needs. Parents contribute towards initial assessments on entry to the setting, by providing information about children's interests as well as what they are good at or may require help with. This information provides staff with a good understanding of children's starting points. However, assessment systems are not as effective in clearly reflecting staff's good understanding of children's starting points so that assessment is sharply focussed from the very beginning. Children are effectively supported in the acquisition of communication and language skills through the successful implementation of the 'Every child a talker' (ECAT) programme. Key persons focus upon this area of each child's development by further tracking children's progress in relation to the 'Look and listen' principles.

The quality of teaching and learning is good. Staff reflect upon how children learn and consider their individual learning styles, enabling them to effectively support the next steps in their learning. There is a good mix of adult-directed and child-led activities and the continuous provision is skilfully enhanced to support children's individual needs. Interactions between children and staff are positive and support children's learning. Staff are responsive to children's needs and are able to provide support and appropriate challenge to extend children's learning.

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

Staff are highly skilled and sensitive in helping children to form secure emotional attachments. As a result, children's overall well-being is extremely well supported. Interactions between key persons and children are warm, sensitive and loving and children evidently enjoy seeing their key worker at the start of a session. These well-established key person attachments provide a strong supportive base for children to confidently and independently explore. As a result of the secure emotional attachments, all children are emotionally well prepared for the next stage in their learning. Children rise to the very high expectations adults have of them and in turn they share the same high aspirations of themselves. Children thrive due to the level of challenge provided and they consistently display extremely high levels of engagement during both adult-directed and child-led activities. Because of this, behaviour is excellent and children play collaboratively with their peers. Children's behaviour is conducive to their own and other's learning and children demonstrate an awareness of the needs of others. As a result, children show care and concern to their peers and all children demonstrate a very strong sense of belonging. Adults act as good role models and as a result, provide children with a clear and consistent message about acceptable behaviour. This enables children to manage their own behaviour and children increasingly show extremely high levels of self-control during activities and confidence in social situations. Children respond positively to adults' praise and adults recognise and openly celebrate children's achievements.

The environment is highly stimulating and very accessible; consequently, children enthusiastically and confidently access all of the opportunities made available to them. This allows children to become highly independent learners as they investigate their environment. There is an excellent array of child-accessible resources available, which both promote and challenge children's learning and development, both indoors and out. The completion of an 'environment audit' enables all staff to give careful consideration to the layout of the continuous provision and monitor how it is accessed. As a result, all areas of the continuous provision are extremely well accessed by the children. The deployment of the staff within the continuous provision results in staff having opportunity to work on a one-to-one basis with children and with very small groups. As a result, children's individual needs are extremely well supported. The environment offers children space to spend time alone; the book area offers a comfortable and relaxing area which nurtures children's need for reflection and rest. Staff recognise children's need to sit and think and in turn they are able to consolidate and deepen their understanding. Children respect others' need for space and quiet, and children are calm. 'Golden Rules' are displayed and respected as children talk, and not shout inside, they share and are kind to others. 'Billy the Goat' acts as an effective aid to promote excellent behaviour and encourage children to think of others. Consequently, there are extremely well embedded messages about acceptable behaviour, which are also highly effective in helping children to develop a respect of others' needs.

At snack times children butter their own bread; they use real utensils to do this and are sensitively reminded by staff how to use utensils safely. Staff explain the dangers to children and children heed their advice and will ensure that they are holding utensils safely. Consequently, children are able to effectively develop their understanding of how to keep themselves safe. Children eat together at snack time, the younger children join the main group and all staff sit beside the children at their level. This facilitates conversations about preferences and children also make connections to experiences outside of the setting. Staff respond with enthusiasm and show that they are interested in what children say. Children respond positively to this as they continue to deepen their understanding by openly sharing and discussing their experiences, likes and dislikes. Children's concentration is sustained and they sit at the table to engage in a pleasant experience that all children evidently enjoy. Children offer to serve other children and move round the table offering fruit from a bowl, while staff model 'please' and 'thank you'. Children demonstrate much care and consideration to others, while younger children watch on and take an interest in what their older peers are doing.

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

The educational programmes are monitored to ensure that all children have access to a wide range of experiences to enable them to make good progress towards the early learning goals. Monitoring ensures that planning and assessment meet the needs of all children who attend the setting, particularly those who have significant needs. Staff discuss children's needs regularly to moderate assessment judgements and to ensure that they have an accurate picture of their skills and abilities. This enables staff to provide tailored support for each child which successfully closes identified gaps in children's

learning. However, the effectiveness of assessment systems in reflecting adults' good knowledge of children's starting points is not monitored as effectively to ensure that early assessment is as precise as it can be.

The manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are effective safeguarding policies and procedures in place to support this knowledge, which are updated regularly and shared with all staff. There are robust selection and recruitment procedures in place to ensure that all staff working with children are suitable to do so and this helps to protect children further. Staff have received safeguarding training and know the procedures to follow if they are concerned about a child. There are also well communicated procedures for whistleblowing and for responding to allegations made against staff.

The manager effectively identifies individual staff's strengths and weaknesses through regular supervision, peer observations and annual appraisals. This allows the manager to develop effective and well-established support for all staff and this has helped to improve practice as a whole. The drive for improvement is demonstrated by the completion of a comprehensive self-evaluation form alongside a clear and robust development plan, which is successful in supporting children's achievements over time. In addition, the setting works towards a number of audits that are contributed to by staff, children and parents and which allow them to successfully develop all aspects of their provision. This has helped the setting to make and sustain changes that have evidently impacted on their ability to ensure that all children thrive. Feedback from parents is very positive. They comment on how well the staff have supported their child's transition into the nursery and appreciate the time spent with their child's key person so that they are up to date with their child's progress. One parent commented that their child had 'come on leaps and bounds' while being at this nursery. The nursery works closely with other professionals, such as the local authority, to support children's needs very effectively.

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	EY469046
Local authority	Rochdale
Inspection number	933182
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	21
Name of provider	Cosy Toes Nursery Limited
Date of previous inspection	not applicable
Telephone number	07743084226

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

