

Saplings Day Nursery

552 Wigan Road, Westhoughton, Bolton, BL5 2BX

Inspection date	14/02/2014
Previous inspection date	13/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- All children are generally working comfortably within the typical range of development expected to their age.
- The setting has a well-established key person system that helps children to form secure attachments and promotes their well-being.
- The key person system supports engagement with parents; parents' contribute to initial assessments of children's starting points and are well informed about their progress.
- There is a stimulating, well-resourced and welcoming environment both in the outdoors and indoors, which supports children's all-round development and emotional well-being.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Self-evaluation is rigorous and ensures that areas are identified for improvement.

It is not yet outstanding because

- There are occasions when practitioners miss opportunities to extend children's learning to the optimum level by following the children's lead.
- There is room to strengthen the good partnerships with other settings children attend, so that there is an increased sharing of information that focuses on children's learning and development needs.

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 carried out a tour of the nursery.
- The inspector observed activities and spoke to children and practitioners.
- The inspector held meetings with the managers of the provision and looked at and discussed a range of policies, procedures and documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the managers.

Inspector

Emma Barrow

Full report

Information about the setting

Saplings Day Nursery was registered in 2009 on the Early Years Register and compulsory part of the Childcare Register. It is run as a limited company and it operates from an end terraced house. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week from 7.30am until 6pm, all year round, except on bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for on two floors with the ground floor accommodating the over two-year-old children and the first floor facilitating the baby unit, kitchen and office. Children have access to a secure enclosed outdoor play area, one at the front and one at the rear of the setting.

There are currently 44 children attending in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently eight staff working directly with the children, six of whom have an appropriate early years qualification. Five of the staff have qualifications at level 3 and above. The nursery 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:

- ensure that practitioners use every opportunity to extend children's learning to the optimum level by following the children's lead

- reflect on and develop ways to strengthen the relationship with other provisions that children attend, so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

Inspection judgements

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

The nursery managers and practitioners are well qualified and enthusiastic. They have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. A wide variety of toys and equipment are available each day for children to freely investigate and explore. Stimulating resources are provided, which are accessible and open-ended, so that children can use them in a variety of ways. For example, children draw their own treasure maps and describe them using language, such as 'to get to the treasure you need to go around the mermaid and past the waterfall'. This

effectively supports the children to make very good progress in their language and thinking skills and prepares them very well for the next stage in their learning. Older children enjoy opportunities to explore a broad range of media and materials, sand, sound, water and paint. Examples of children's work are displayed and celebrated. Children stand in paint barefooted and make footprints on large pieces of paper. As a result of this, they learn to use their senses and develop their natural curiosity.

The key person system supports engagement with parents. Parents' contribute to initial assessments of children's starting points on entry and they are kept well informed about their progress. Children's learning and development at home is effectively supported by the setting. This means that there are opportunities for practitioners and parents to share what they know about a child to ensure there is continuity in their development. Regular parents' meetings provide a more formal opportunity to speak with their child's key person about their progress. Practitioners also talk to parents on a daily basis and discuss what the children have been doing. This helps parents to have an idea of what their children are currently learning.

All children are generally working comfortably within the typical range of development expected for their age. Children are interested and keen learners who display the characteristics of effective learning. They show an enthusiastic curiosity and are willing to try for themselves. Children are well motivated and solve problems. For example, they learn how to put the computer on and demonstrate how they drag pictures to match symbols together in the matching game, showing good information and communication technology skills. All practitioners have high expectations of all children based on accurate assessment of children's prior skills, knowledge and understanding on entry to the setting. The educational programmes cover the areas of learning and support children's development. However, there are occasions when practitioners miss opportunities to extend children's learning to the optimum level by following the children's lead and as a result, they miss the opportunities to enhance the planning for children's next stages of learning, so that they are helped to excel. The baby room is relaxing and calm and staff tune into the baby's needs sensitively because they know the babies well. Babies are confident in their surroundings and they make choices with support from practitioners. They smile and giggle as practitioners praise their efforts for stacking cups, this raises their self-esteem.

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

The key person system is well established and strong. It provides maximum benefit to both the children and their families, so that they develop positive relationships with the child's key person. Parents' comment that they find all the practitioners very supportive, especially during settling in times. As a result, the environment is very welcoming. This is reinforced by positive views from parents who typically say, 'It is like a second home here and my child settled quickly'. Parents' acknowledge that practitioners fully understand the importance of their child feeling safe, secure and confident when they are settling in. Children are settled, happy and confident as a result of the positive relationships between the children, their families and their key person. All practitioners are able to demonstrate that they have thought through how they would deal with safeguarding issues and take

appropriate action to protect and support the children in their care.

Children display a positive sense of self-esteem and a strong sense of belonging within the setting because the practitioners are committed to getting to know the children well and ask them what they have been doing at home. For example, a child talks about family members and the practitioner pays attention and engages in the conversation. The environment is stimulating, friendly and well resourced. Practitioners are good role models. They consistently provide clear guidance for children about what is acceptable behaviour. Relationships are strong at all levels and children are learning to respect and tolerate each other. Children's behaviour demonstrates that they feel safe in the setting. All resources are stored at a low level to encourage children's engagement. Children develop independence as they select their activities from a good range of resources, which are accessible, such as baskets of toys and books on the floor in the baby room. This supports children's all-round development and emotional well-being and provides a range of experiences that develop children's opportunities to learn. The setting ensures that children are emotionally well prepared for their transitions to school because they liaise well with the local schools.

Children's physical development and good health is promoted and the outdoor environment is stimulating, friendly, organised and well resourced. The nursery cook is passionate about the meals she provides and ensures they are all healthy and cooked on the premises. Children are encouraged to adopt healthy lifestyles because staff plan daily activities that promote healthy eating, drinking and regular exercise. In addition, practitioners talk to children about the importance of looking after their teeth. Practitioners monitor children's health and development and all required records to support children's well-being are in place. Children visit and gain an awareness of different parts of the local community and at the same time learn how to keep themselves safe. For example, they walk to the local park and while doing so they learn how to cross the road safely.

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

Safeguarding arrangements are good. All practitioners understand their role in protecting children from harm and are aware of what to do should they have a concern about children's welfare. Recruitment and induction procedures are effective and ensure that all those working with the children are suitable to do so. Daily safety checks and risk assessments are carried out on the premises and for outings, so children are protected. All required documentation is in order to ensure the smooth running of the setting. The managers have recruited a team who are experienced and well qualified and as a result, the quality of the learning environment is well matched to each child's age and phase of development. However, there are occasions when practitioners miss opportunities to extend children's learning to the optimum level by following the children's lead.

The drive for improvement is demonstrated by a clear and comprehensive self-evaluation. The managers are clear about plans for the setting's future. These focus very much on the needs of the children and the quality of teaching and learning in the setting. Planned actions to overcome weaknesses have been concerted and should be effective. The

managers identify strengths and weaknesses and this is through a thorough and accurate self-evaluation process that monitors, analyses and self-challenges the setting. Partnerships with parents are strong and contribute significantly to the good progress children are making. Feedback from parents is overwhelmingly positive. For example, they comment 'I would not change a thing'. However, there is scope to further develop ways to strengthen the relationships with other provisions children attend, so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

The managers provide a strong and passionate leadership. They have an excellent understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. Plans are in place that will effectively monitor systems to ensure that planning and assessment are highly consistent, precise and display an extremely accurate understanding of children's skills, abilities and progress. The managers have an accurate view of the quality of teaching and know what needs to be done to improve it even further to help children to excel in their learning. Regular peer on peer observations take place and all practitioners are involved in this process.

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	EY388729
Local authority	Bolton
Inspection number	879028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	44
Name of provider	Saplings Day Nursery Limited
Date of previous inspection	13/10/2009
Telephone number	01942 818 334

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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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