

Openshaw Early Learners

The Manchester College, Ashton Old Road, MANCHESTER, M11 2WH

Inspection date	14/02/2014
Previous inspection date	10/01/2011

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

- Children are happy and confident because of the warm relationships that have been formed with the staff that care for them.
- Partnerships with parents are well established and staff actively seek parents' views. This supports and promotes learning at home ensuring all children reach their full potential.
- The nursery is well organised and a variety of resources enable children to make good progress in their learning and development.
- Children make good progress in their development because a variety of interesting and stimulating activities are provided and the quality of teaching is predominantly good. As a result, children remain engaged and focused in their learning.

It is not yet outstanding because

- Children are not always provided with opportunities to fully develop their communication skills. This is because adults do not always ask open questions or allow sufficient time for children to respond.
- There is scope to improve the outdoor space as children are not consistently able to access an extended range of resources, particularly literature and reading resources.

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 tracked the progress of several children.
- The inspector carried out a joint observation with the manager.
- The inspector examined a range of documentation including staff records, a selection of policies and procedures and children's assessment records.
- The inspector took account of parent and staff views.
- The inspector held a discussion with the manager.

Inspector

Michelle Jacques

Full report

Information about the setting

Openshaw Early Learners opened in 1991. It operates from two rooms in a purpose built building in the grounds of Manchester College Openshaw campus in Manchester. Children have access to secure outdoor play areas. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 66 children on roll between the ages of six months and three years. The setting supports children with English as an additional language and provides funded early education for three- and four-year-old children.

The nursery opens five days a week, all year round with the exception of two weeks at Christmas and bank holidays. Opening hours are from 8am to 6pm. Children are able to attend for a variety of sessions. The nursery employs a staff team of 14. Of these, 13 are fully qualified at a minimum of National Vocational Qualification Level 3 and one member of staff is completing a modern apprenticeship. The manager is supernumerary.

What the setting needs to do to improve further

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

- enhance the opportunities that children have when playing outside, for example, by extending the range of literature and print resources accessible in the outside space
- reflect on the time staff give children to respond to questions and develop the questioning technique staff use, to fully enhance the children's language and communication skills.

Inspection judgements

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

Children engage in a variety of appropriate and stimulating activities and these are provided by enthusiastic staff. Development is extended by following children's interests, and as a result, children are confident to take control of their own learning. For example, children experience a wonderful hide and seek activity, well led by an animated member of staff. Children respond positively and younger, less confident children are encouraged to join in. Learning is extended by hiding a bear and the adult sensitively retracts her input allowing children to learn from each other. Interesting and challenging experiences are plentiful and there is a good mix of adult and child-initiated play.

Teaching is predominantly good and this promotes learning across the seven areas of development. This means that children are gaining a good range of skills to support their future learning, for example, when they go to school. The environment is well resourced

and suitably organised and the staff have a secure knowledge of how to stimulate learning. Consequently, the experiences presented to children are appropriate, challenging and interesting. The outside space is mainly focused on promoting children's physical skills. However, there is scope to develop this environment to support other opportunities so that these are as wide ranging as those offered indoors. The staff use the inside and outside space well, for example, as children are encouraged to understand the world by planting seeds. Staff further extend learning by digging, throwing and using mathematical language. Music and rhythm is used to enhance various activities, for example, as recorded music is played at lunchtime. This creates a relaxed environment during this social occasion. Song and singing is used to promote communication and language and occasionally helps relax and calm children. Musical instruments including drums and shakers are used to engage younger children in learning and thinking is extended by good questioning, such as 'Is this quiet, is this loud?' However, occasionally staff prevent further learning by asking closed questions or not allowing time for the children to respond to questions. As a result, children's communication skills are not always extended.

Children's development and progress records are well maintained and staff have a clear understanding of children development stages. Children's learning journals contain extensive written and pictorial observations and these are evaluated to inform children's next steps for learning. Summative assessments are completed through the progress check at age two reviews and these are shared with parents. Children are secure in their learning due to effective planning and assessment procedures. Parents confirm that children's development is 'noticeable' and progress is 'massive'. Short and medium term planning is completed and this approach allows children to influence and direct activities, taking control of their own learning. Staff have a good understanding of children's preferences and this is evident in the planning documentation. Children are mostly confident in their learning and those who are not, are supported to improve.

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

The key person system is strong and children benefit from positive relationships with all staff. A robust secondary key person system exists to support continuity of care. Children are happy and confident as a result of very friendly and attentive staff. All children are making good progress supported through secure relationships. Parents talk positively about staff, such as 'My child has a genuine fondness of his key person, often talking about the staff while at home'. Secure relationships effectively support the children's emotional well-being promoting an eagerness to learn. The learning environment is stimulating and effectively promotes diversity. For example, multilingual signage is used throughout the nursery to include children and families who speak more than one language. Inclusion is given a high priority, and as a result, children learn to accept similarities and differences. Staff work in close partnership with parents to learn about different cultures and backgrounds. For example, parents have contributed traditional clothes and recipes to enhance learning, and festivals, such as Chinese New Year are celebrated. Children are admitted to the nursery through a gradual admission procedure, this contributes to the children emotional health and well-being as they are allowed time to settle. Children are well prepared for their next stage of learning because they are confident and secure. A nursery bear is used to encourage less confident children to feel

included. The bear's book is written in several different languages including Chinese, Farsi, Arabic and English. As a result, all children feel included and are confident and emotionally secure.

Children follow good hygiene routines and hand washing is a familiar task for the children to undertake before meals. For example, children are encouraged to wash hands independently and staff assist as necessary. This reinforces independent self-care skills. A healthy diet is offered, such as fresh fruit and a variety of nutritious meals. A clear procedure for supporting children's dietary requirements is in place to promote inclusive well-being and this policy is well understood and stringently followed by all staff. Some children are encouraged to serve and feed themselves and staff provide sensitive praise and assistance. As a result, children begin to develop self-care skills and independence. Meal times are a social and pleasant experience and children respond positively by selecting a variety of foods and experiencing tastes. Staff act as role models by eating with the children and this ensures the children receive consistent messages regarding healthy eating habits.

Physical development is well supported, particularly in the outside space. Children are given regular opportunities to be active in the outdoor environment. Children demonstrate a secure ability to push and pedal bicycles and trikes, roll balls and run while negotiating obstacles. This helps them to understand about taking appropriate risks and keeping themselves safe at the same time. Children are confident and enjoy experiencing physical activities. Cooperation and positive behaviour is praised by the staff. Behaviour is mostly good, there is little disruption and children demonstrate a positive approach to their learning. Children interact well with each other, and consequently, learn from others and by working together. For example, children chase and kick the balls to each other, cooperating and negotiating well.

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

Arrangements to safeguard children are good. Management have a complete understanding of the legal requirements of the Statutory framework for the Early Years Foundation Stage to maintain a safe environment for children. Recruitment and selection procedures are strong and all staff, including students, follow a clear induction and appraisal system. Consequently, management are assured of staff's suitability and are able to quickly identify and implement training and development strategies. Most staff are qualified at level 3 and above and those that are not are undertaking professional qualifications. Ongoing training is prioritised; most recently, for example, food hygiene and paediatric first-aid courses have been accessed. The nursery exceeds the legal requirement for paediatric first-aid qualified staff. Monitoring strategies are well implemented and management undertake observations of practice to ensure high standards are maintained. For example, underperformance is tackled promptly. Monitoring is extended to children's learning by tracking progress in relation to their starting points. The manager uses the tracking information to inform action plan priorities and staff training opportunities.

There is a clear action plan identifying improvement priorities. Management lead the staff to reflect on practice and self-evaluation is accurate and honest. Internal action plan recommendations include improving outdoor provision, so that the impact is significant for children's future learning. The self-evaluation process is extended to include local authority quality assurance schemes, therefore, reflection and improvement is highly prioritised by the manager. Partnerships with parents and other professionals are strong and contribute significantly to the good progress children make. Parents' views are actively sought and valued by the nursery, contributing to strong links between home and the setting. Parent's feedback is sought extensively. Feedback from the parents is very positive and include comments, such as 'brilliant' and 'flexible'. The manager and staff approach partnership working with enthusiasm and creativity, attempting to engage with all families including those with English as an additional language. This is a very friendly and good nursery where children receive positive opportunities to support their future learning.

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	500134
Local authority	Manchester
Inspection number	877151
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	66
Name of provider	The Manchester College
Date of previous inspection	10/01/2011
Telephone number	0161 953 5995 ext 3723

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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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