

# Carisbrook Day Nursery

Carisbrook Childrens Centre, Carisbrook, MANCHESTER, M9 5UX

## Inspection date

Previous inspection date

28/02/2014

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 have access to a warm, welcoming and highly stimulating learning environment; both indoors and outdoors. They take an active interest in their surroundings and display high levels of concentration as they engage happily in their chosen activities.
- Practitioners bestow children with loving care, and are sensitive and attentive to children's individual needs. Therefore, children form secure attachments with all practitioners and display high levels of confidence and a strong sense of belonging.
- The educational programmes are well planned by knowledgeable practitioners to cover all seven areas of learning and to provide challenging, interesting and motivating experiences for all children.
- The management team are highly committed to developing a high quality provision and self-evaluation is robust. They continually take into consideration the views of children, practitioners and parents, and plans for improvement are well targeted to strengthen their practice.

### It is not yet outstanding because

- The organisation of meal times for older children is not consistently embraced to develop a strong base in developing their independence throughout the whole routine.
- The ways in which high quality practice can be shared across the nursery through peer observations has not been fully explored.

## 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 observed activities presented in the three playrooms and the outdoor play area.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector and manager took part in a joint observation of practice in the 2-3's room.
- The inspector took account of the views of parents and carers spoken to on the day and through information in questionnaires.
- The inspector met with the manager and checked evidence of suitability and qualifications of practitioners working with children, safeguarding procedures and discussed the self-evaluation and improvement plan with the manager.

## Inspector

Marina Anna Howarth

## Full report

### Information about the setting

Wise Masterbuilders Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within a former children's centre in the Carisbrook area of Harpurhey in Manchester. The nursery serves children and families from the local area.

Children have access to three playrooms with associated facilities and a large enclosed area for outdoor play. The nursery is accessible to all children. The nursery opens Monday to Friday from 7:30am until 6pm, all year, with the exception of bank holidays. It currently supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. Children attend for a variety of sessions. There are currently 64 children on roll.

The nursery provides funded early education for two-, three- and four-year old children. There are a total of ten childcare practitioners, including the manager; of whom, seven hold appropriate early years qualifications at level 2 and 3. The remaining three practitioners are working towards level 2. The nursery manager has a BA (Hons) Degree in Early Childhood Studies and has Early Years Professional Status. The deputy is working towards an early years degree. 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:

- review the organisation of meal times for older children to provide consistent routines; including opportunities for older children to increase their independence and to take a more active role in appropriate tasks, such as setting the table, serving food and tidying away afterwards
- extend the ways in which high quality practice is shared across the nursery by: embedding the use of peer observations and reflection on practice for practitioners, in order to enhance children's learning further.

## Inspection judgements

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

Children thrive in this stimulating and good quality provision. They are greeted by friendly, caring practitioners and they arrive at the setting happy, confident and full of enthusiasm. They make independent choices from the wide range of toys and equipment and are provided with lots of opportunities to instigate their own play. Young infants explore treasure baskets filled with spoons, rattles, cones and assorted fabrics and scarves. This

enables them to use their senses and make choices and develop their skills in exploring. Older children's investigatory and exploratory skills are promoted through the use of computers, where they develop their hand to eye coordination as they navigate the mouse and use the keyboard to create different visual effects on the monitor. They visit the shops in the local community and use scanning technology at the checkout, developing their understanding of how every day things work. They enjoy exploring insects through the use of magnifying glasses, enlarging the features, enabling them to make more detailed observations. Children are developing awareness that print has meaning through the print rich environment and by looking through books and participating in stories. They are able to help themselves to a wide variety of mark making materials and express an active interest in making marks. They use clipboards and exclaim they are 'writing letters' and older children are encouraged to become familiar with letters as they write their name. Young infants make marks in a variety of media; such as, sand, paint and shaving foam. They experiment using their fingers and chunky equipment that they can hold easily.

Practitioners have a good knowledge and understanding of how to promote the learning and development of children. The planning of the learning environment is linked to the seven areas of learning, ensuring that the educational programmes have depth and breadth across all areas. Planning is completed for each individual child, reflecting their interests and learning styles and they are provided with uninterrupted time to play and explore. As a result, all children are happy and motivated to learn and participate in activities. They play with resources that are meaningful and interesting, promoting their natural curiosity and eagerness to learn. For example, whilst playing with the outdoor 'mud kitchen', children instigate filling pans and containers with soil. They add fresh rosemary, carefully picking the small leaves off stalks and rubbing them in their hands. They explore their senses by smelling the rosemary and exclaim 'it smells like perfume' and carefully sprinkle the leaves over the soil. They make cakes and pies and create a small shop and form small balls of soil which they pretend is money. Comprehensive observation, assessment and planning systems are continually reviewed by practitioners to determine its effectiveness. The information gathered is used to inform future planning and ensure children's individual needs are planned for and addressed. Consequently, any identified gaps in children's learning are targeted to ensure these are narrowing and that children are making good progress towards the early learning goals, considering their starting points. Detailed information gathered from parents provides a secure base line for practitioners to identify children's starting points and meet individual needs effectively. Children are sensitively supported when moving into different key groups, resulting in them being confident learners ready to embrace new challenges and experiences. Parents are encouraged to contribute to their children's next steps in learning through frequent meetings with their child's key person and receive regular feedback on their child's progress. This enables parents to understand how to support their children's learning at home.

Teaching techniques are consistently strong across the nursery resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. This ensures they are well prepared for their next stage in learning. Practitioners skilfully question children and support them in their learning. For example, during a painting activity; older children are encouraged to describe the texture of the

paint and pasta. They are asked open questions and encouraged to experiment with the resources and explain what they are doing. Some children delight in threading pasta tubes onto spaghetti, whilst others insert small pieces of spaghetti into pasta swirls creating 'a birthday cake.' Children develop their own motivations and discover that by clapping their hands together they create splashes of paint, and excitedly observe the patterns. Practitioners follow their interest by introducing paper to enable the children to produce prints from their splashes. The use of language is promoted effectively by practitioners through telling repetitive stories and instigating games which involve repetition of words or phrases. They offer simple running commentaries as young infants delight as they explore ice cubes and glitter. Practitioners encourage them to use their sense of touch as they respond to the coldness of the ice and explain that the ice is 'cold.' They respond to infant's curiosity when they touch the glitter and use tones of voice and facial expressions to introduce new words such as 'twinkle' and 'shiny'; as the infants observe tiny sparkles left on their fingers. Practitioners are sensitive to individual needs by using familiar phrases, gestures and signing. Daily opportunities are provided for all children to explore the outside environment. Children develop their large motor skills as they carry wooden building blocks from different locations. They solve problems as they share ideas and negotiate how to build things. They develop their vocabulary as they ask questions, use comparative language, such as, large, small, and tall. They use their imagination and develop their coordination skills as they balance on thin planks of wood and discover they need to place one foot directly in front of the other to remain on the plank. They count in sequence the number of steps they take and create a variety of structures developing their concept of shape and arrangements.

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

Children are welcomed into a colourful, highly stimulating environment. On arrival, they eagerly help themselves to toys and engage enthusiastically in their chosen play and are settled and happy during their time at the nursery. A wide variety of good quality toys and resources are located in low-level storage units which are clearly labelled. This encourages children to explore, investigate and learn through first-hand experience. The effective deployment of practitioners and a successful key person system; enables children of all ages to form secure emotional attachments. The sensitive interaction of practitioners facilitates each child's ability to grow in independence, where reassurance can be sought, where necessary. The sensitive approach to settling-in procedures enable parents to stay as long as they feel they need to; as it is recognised each child is unique and responds differently to change. Detailed information is gathered from parents during this time, ensuring that practitioners are fully aware of children's individual care needs, interests, likes and dislikes. Therefore, children's sense of belonging is fostered and they settle well, and enjoy the attention they receive. In addition, consistent, sensitive care provides a firm foundation for children and effectively supports the transition from home to nursery and the move into different rooms. Subsequently, children make a seamless transition in approaching new experiences or on to the next stage at school.

Children of all ages display high levels of confidence in social situations. Practitioners skilfully encourage them to play cooperatively from an early age. Babies are encouraged to participate in small group activities alongside their peers, such as, joining in action

rhymes and exploring sensory play. They demonstrate curiosity as they observe their reflections in low-level mirrors and express interest at the reflections of their peers. They watch each other attentively and copy each other's actions, as they begin the process of developing their awareness of others. Older children learn to form good relationships and work alongside others companionably. They problem solve and assist each other as they carry long planks and wooden blocks to create structures to facilitate their role play. They take turns and share resources and present each other with ideas to develop their play experiences. Children understand the expectations of appropriate behaviour and follow simple rules of the nursery without being prompted. Practitioners act as positive role models and treat children with kindness and respect, offering simple age-appropriate explanations and defining clear boundaries. Children are encouraged to celebrate the values of friendships through the promotion of sharing and acknowledge each other's skills. Their achievements are jointly celebrated and valued through visual displays that exhibit their artwork and their comments. Practitioners spend time with children both individually and during group activities, where children are encouraged to express themselves, and are listened to attentively, making them feel valued. Practitioners are dedicated and committed to include all children and treat them with equal concern. Children learn to appreciate different cultures and religions through participating in the celebration of a variety of festivals; such as Chinese New Year, where they create lanterns and taste a selection of Chinese food. They play with toys that reflect diversity, and practitioners use displays to reflect different cultures, enabling children to recognise and respect each other's differences. They are sensitive to children's individual needs by using familiar phrases of home languages which are also displayed on the walls. Gestures, signing and visual timetables are used effectively to enhance early language skills and support children with additional learning needs.

Children's understanding of safety is enhanced through controlled opportunities provided for them to take risks. They use tools carefully, whilst participating in a variety of activities, such as digging in the garden. Babies are supervised closely, enabling them to explore their environment safely. Toddlers and pre-school children demonstrate how they form a line before going to the dining room and know that they must not run or push each other. Overall, older children are confident and independent as they develop a range of self-care skills, for example, washing their hands and wiping their nose, enabling them to become familiar with personal hygiene routines. They demonstrate how they put their own coats on to go outside and how they help to tidy up their environment by putting resources away. However, opportunities to set the table; serve their own food and tidy away afterwards during meal times are not consistently implemented, resulting in missed opportunities for the further development of independence. Babies and young infants are effectively supported during meal times and are provided with opportunities to feed themselves using their fingers and spoons. Children are able to rest in accordance to their needs and happily help themselves to their comforters, enabling them to feel fully refreshed when they awake and face new challenges and learning experiences. Children enjoy engaging in a variety of physical activities as they discover the value of physical exercise. They develop their coordination skills as they climb, balance and move their bodies in a variety of ways.

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

**provision**

The management team display a good understanding of the requirements of the Early Years Foundation Stage. All practitioners have attended safeguarding training and are well informed of their responsibilities. They are fully aware of the possible signs and symptoms of abuse and the action they must take to manage any concerns they may have about children in their care. They all demonstrate a clear knowledge of who to contact. In addition, detailed information is displayed illustrating the procedures to follow and includes the relevant contact details. This effectively promotes children's welfare. All practitioners prioritise children's safety and are committed to providing an environment that is welcoming, safe and stimulating, where children develop their confidence and enjoy their learning experience. Effective systems are implemented to identify and assess possible risks and practitioners take appropriate steps to prevent accidents, while enabling children to have the freedom to explore and learn safely. For example, daily checks of the premises, inside and outside are conducted and recorded and any potential hazards are removed. Resources and equipment are in good condition and are checked and cleaned on a regular basis. Strategies for managing practitioners' performance are strong and incorporate robust recruitment and induction procedures. The manager has implemented an effective training programme to ensure practitioners are suitably qualified and have a high level of skills to progress children in their learning and development. Regular group meetings, supervision and appraisals all contribute to this effective team management process and the professional development of the whole team. The management team are continually seeking ways to improve practice and the quality of care. Consequently, a system of peer observations between practitioners to enable them to reflect on their practice has been recently introduced. However, this is not yet embedded across all areas of the nursery, in order to enhance practitioners' professional skills and to drive further improvement.

The management team displays a good understanding of their responsibilities, in relation to meeting the learning and development requirements of the Early Years Foundation Stage. The strong leadership, commitment and drive to improve have resulted in clear targets for development and continuous improvement being fostered. As a result, all children are making good progress in their learning. The management team liaise with all practitioners on a regular basis to review and evaluate the delivery of the Early Years Foundation Stage. They continually reflect on their practice, the organisation of the environment and the use of observations, assessment and planning. This ensures that all practitioners are familiar and confident with the process and enables them to enhance current systems by introducing new ways of working to improve the outcomes for children. Practitioners demonstrate their clear understanding of how children learn and the importance of tracking their progress. This ensures any identified gaps in learning are addressed and targeted plans for intervention successfully implemented. Planning is completed for each child and parents are involved with the process. As a result, children's interests and preferred styles of learning are taken into account. For example, a 'mud kitchen' has been introduced to the outdoor area; this has proved highly successful with all children and is being further enhanced through additional resources, such as the introduction of herbs; further enhancing their learning experiences.

All practitioners are highly committed in promoting good relationships with parents, other settings and external agencies, which contributes to meeting children's needs. Practitioners have good relationships with parents who speak highly of the service and the care their children receive. They report that they are delighted with the progress their children are making and the warm and friendly atmosphere. Daily verbal communication, along with home to nursery diaries and regular meetings, ensure that parents are consulted at every stage of their child's care and development. Parents are encouraged to share their comments, home observations and suggestions, and the information is used to inform activity planning, continuity of care and enables practitioners to meet the individual needs of children. Additional information is provided for parents through displays and regular newsletters, keeping them fully informed about events. Close liaison with local schools and external agencies ensures children's individual needs are met effectively; and ensures that children are prepared for their moves, both within the setting and on to school.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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

|                                    |                                   |
|------------------------------------|-----------------------------------|
| <b>Unique reference number</b>     | EY469492                          |
| <b>Local authority</b>             | Manchester                        |
| <b>Inspection number</b>           | 935012                            |
| <b>Type of provision</b>           | Full-time provision               |
| <b>Registration category</b>       | Childcare - Non-Domestic          |
| <b>Age range of children</b>       | 0 - 17                            |
| <b>Total number of places</b>      | 60                                |
| <b>Number of children on roll</b>  | 64                                |
| <b>Name of provider</b>            | Wise Masterbuilders Childcare Ltd |
| <b>Date of previous inspection</b> | not applicable                    |
| <b>Telephone number</b>            | 0161 205 9067                     |

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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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