

# Ciara's Tots

88 Carmoor Road, MANCHESTER, M13 0FB

<b>Inspection date</b>	27/03/2014
Previous inspection date	12/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		3
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 requires improvement

- Partnerships with parents and carers are well established. They are happy with the care that their children receive. Parents speak highly of the setting and are included in the sharing of information.
- Comprehensive relationships have been formed with multi professionals and external agencies to enhance children's learning.
- Children have formed close bonds and attachments with staff working with them and readily approach them for support or reassurance.

### It is not yet good because

- Staff are not using information gained from observations to obtain children's level of achievements in order to inform their future plans.
- Resources do not always offer children opportunities to explore and investigate. Consequently, some activities lack challenge and stimulation.
- Self-evaluation is not fully effective in identifying all areas of improvement to raise the overall quality of practice.

## 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 in the four playrooms.
- The inspector conducted a joint observation with the deputy manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's improvement plan.
- The inspector took account the views of parents and carers spoken to on the day.

## Inspector

Alexandra Baxter

## Full report

### Information about the setting

Ciara's Tots Day Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and operates from a converted chapel in the Chorlton on Medlock area of Manchester. A total of four rooms over two floors are used, which provide separate facilities for babies, toddlers and pre-school children. There is an enclosed area available for outdoor play. The setting opens from Monday to Friday, from 7am to 6pm, for 48 weeks of the year. There are currently 36 children on roll. The setting employs 16 staff to work with the children, all of whom have suitable childcare qualifications and one is currently working towards recognised early years qualification. The setting receives support from the local authority. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- ensure staff are using information gained from observations on children's learning to obtain children's levels of achievements in order to inform their future plans.

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

- enhance the range of resources available for children to explore and investigate in order to provide interest and challenge to extend children's learning further
- develop self-evaluation to ensure it is effective in identifying the setting's strengths and weaknesses and areas of improvement in order to raise the quality of practice.

## Inspection judgements

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

Staff have a satisfactory knowledge of the Early Years Foundation Stage and use this knowledge to offer children age appropriate activities. Although staff carry out observations on children's learning they do not use this information effectively in order to inform planning for children's next steps. Consequently, children make satisfactory rather than good progress in their learning. Staff question the children during activities which allows them to think critically. Children enjoy making gifts for their mothers to celebrate mother's day, supporting learning around celebrations. Staff generally interact with the children. The children enjoy joining in adult-led activities with them, supporting their learning. Resources are available for the children to access independently, as a result,

children make choices within their play. However, there are fewer resources available for children to explore and investigate to maximise opportunities for children to extend and challenge their own learning. Consequently, children are not fully challenged or stimulated meaning some learning opportunities are missed. The setting has formed secure links with external agencies who they work alongside to support the development of children with additional needs. Staff offer children opportunities to develop mathematical skills. For example, children investigate how tall flowers need to be to fit into their vase. The setting makes use of a qualified teacher to support the quality of teaching offered to the children.

Children are adequately supported in preparing for school. They are encouraged to learn to be independent through putting their own coats and hats on to go outside. They are able to serve their own meals and are supported in being able to manage their own personal hygiene. Children are offered letters and sounds activities to help develop their communication and literacy skills. They also enjoy developing their information technology skills through use of the computer. During outdoor play the children learn about the letters of their names using the parachute. Staff teach children about how to keep themselves safe through stranger danger talks on outings.

Partnerships with parents are well established and parents think highly of the setting. Parents are able to make suggestions to the management team through the use of a suggestion box and daily verbal feedback. Parents are invited to fill in observation from home sheets to support staff in their understanding of children's abilities. Parents receive information on the Early Years Foundation Stage Framework, which is displayed on a parent's notice board. This ensures parents have an understanding of how staff support the children's learning and development in the setting. Parents are asked to provide cooking recipes, allowing them to have an input into what foods their children will eat.

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

Children generally behave well, and play cooperatively. Children are happy and settled and are confident to access the resources on offer without support, showing self-confidence. Routines are established and the children are aware of things that happen during the day. Consequently, they are settled and aware of their surroundings. Staff have formed bonds and attachments with the children, consequently they are able to settle children quickly when they arrive. Children enjoy reading a book sat on an adult's knee, showing their close bond. At sleep times children are offered a relaxing, darkened environment, allowing them to rest. Staff develop the children's awareness around the need to tidy things away and children enjoy singing a tidy up song as they do this. Children learn to care for their pet fish, supporting their knowledge of caring for living things. Within the children's rooms there are displays of the children's own work. This helps to build their self-esteem and be proud of their achievements.

There are adequate key person systems in place. Individual children are supported by their key person who has a secure understanding of what their key children's likes and dislikes are. There are well-formed relationships between the children and their key people. Adults offer children praise while they are enjoying their activity, motivating them and increasing their self-esteem.

Children are offered fresh drinking water throughout the day to keep hydrated. The setting has a nutritionally trained member of staff who ensures that children receive healthy nutritious meals and snacks. They learn to keep themselves healthy through understanding the need to clean their teeth after their meal. Staff support children in managing their own hygiene practices as they let them have a go first and only intervene when necessary. Children are praised for their success when toilet training through sticker charts, supporting their emerging skills. Outdoor play is available to the children daily, the younger children enjoy a walk to the park in their buggies. Consequently, children have access to fresh air and physical exercise. Daily risk assessments are carried out to ensure that equipment and the environment is safe for the children each day. Staff teach children about how to keep themselves safe through teaching them about road safety on outings. Children have access to sports sessions each week to support their physical development. Some staff are trained in delivering yoga and massage to the younger children. Staff help children to transfer through to school by sharing information with regards to their development and progress. Staff talk to the children about school to prepare them for when they start.

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

Safeguarding children practices are satisfactory and there is an effective policy in place. The setting has named safeguarding officers who take overall responsibility for ensuring children are safeguarded. Staff have been given in-house training to be able to identify any possible causes for concern. Staff have a basic knowledge of procedures to follow to safeguard children. There are adequate recruitment and selection procedures in place to ensure that only suitable people are able to work with children. The setting keeps thorough records of accidents, medication and attendance to further protect children. The setting is kept secure through the use of a buzzer system and closed circuit television is installed for the setting managers to use in the event of a concern. Outdoor areas that children use are kept secure when the children are accessing them. Risk assessments are completed to keep the children safe on outings.

Meetings are held regularly with staff and managers to discuss where improvements can be made. Staff working in the setting are encouraged to take part in the self-evaluation process along with feedback from parents. The setting is also working towards a quality assurance scheme through their links with the local authority. They also make use of advice and support from their quality assurance teacher to make improvements. However, self-evaluation of the setting lacks clear targets in areas for development that would have the greatest impact on children's learning. Management carry out regular appraisals to inform staff where their practice can be developed. Staff are encouraged to attend training to become more qualified which supports their continuous professional development. The setting has a large proportion of qualified staff, enabling children to benefit from their expertise and skills.

The managers of the setting have formed close relationships with parents and carers, consequently, they are aware they can approach them if they have any concerns. There

are well-formed links with external agencies. Staff gain knowledge and skills from working alongside these professionals which enables children to receive additional support when needed. Children with additional needs are well supported and this enables them to learn and develop.

### **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>	EY224528
<b>Local authority</b>	Manchester
<b>Inspection number</b>	872489
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Ciara's Tots Partnership
<b>Date of previous inspection</b>	12/06/2009
<b>Telephone number</b>	0161 248 5340

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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