

# Nature's Nursery Ltd

The School House, Long Street, MIDDLETON, Manchester, M24 6UW

## Inspection date

17/02/2014

Previous inspection date

15/07/2013

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

## The quality and standards of the early years provision

### This provision is inadequate

- Sufficient records have not been completed detailing the vetting processes; therefore, managers do not know all staff are suitable to work with children.
- Care practices do not support all children's emotional well-being because staff do not always respect children's privacy and dignity.
- All staff do not extend each child's learning and development because they do not give children time to respond and do not always ask open-ended questions to improve children's communication, language and thinking skills.
- The procedures to monitor the educational programme are not yet rigorous enough, consequently, all areas of weakness have not been effectively identified.
- Staff in the toddler room do not have the highest expectations of children and do not fully promote their independence.

### It has the following strengths

- Children with special educational needs and/or disabilities are making good progress because staff provide targeted, effective learning opportunities.
- The good relationships staff have with parents ensure that children are offered continuity of care and parents are involved in their child's learning.

## 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 sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.
- The inspector had a tour of the setting with the deputy manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector held a meeting with the manager and deputy.
- The inspector completed a joint observation with the manager.
- The inspector observed activities in all rooms within the nursery.

## Inspector

Joanne Ryan

## **Full report**

### **Information about the setting**

Nature's Nursery Ltd. was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted two-storey building in the Middleton area of Rochdale, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from the ground floor and first floor of the property and there is an enclosed area available for outdoor play. The nursery employs 21 members of childcare staff. All of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday all year round, with the exception of bank holidays and one week at Christmas. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 90 children attending who are in the early years age group. The nursery provides free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. In addition to the day nursery, the provision also offers after school and holiday care for children aged four years and over attending schools in the locality. These sessions operate from the first floor of the building and have a separate area for outdoor play. Sessions are Monday to Friday from 3.30pm to 6pm term time only. A holiday care provision operates Monday to Friday 7am to 6pm for children aged four and over.

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

**The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

ensure the vetting process is robust and that records are kept including the disclosure and barring service reference number, the date a disclosure was obtained and details of who obtained it.

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

- improve the educational programme for communication and language by ensuring that staff ask open-ended questions and allow children enough time to respond in order to develop thinking skills
- ensure when planning and guiding children's activities that staff take into account the different ways that children learn and reflect these in their practices particularly with children's critical thinking in the pre-school room
- ensure inappropriate practices relating to care practices, such as nappy changing are challenged and improved.

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

- ensure all staff in the toddler room have high expectations of children and promote their independence fully
- improve working practice and procedures with children's toileting arrangements to ensure children's privacy and dignity is always given a high priority in order to promote well-being
- improve systems to monitor the educational programme in order to identify the weaknesses and target support where it is needed most.

**Inspection judgements**

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

Educational programmes cover the seven areas of learning, but do not provide consistent challenge for children through well-planned activities. For example, staff do not always skilfully question children as they play, which means that opportunities to extend children's learning are missed. As a result, the impact of teaching on children's progress is ineffective. Children enjoy looking at familiar books with the staff and point to familiar pictures, then the staff allow them to feel the different textures on the pages in the book. This helps them to learn new vocabulary and develop an enjoyment of reading. However, all opportunities to extend children's communication and language skills are not taken. For example, staff ask children questions but do not give them enough time to respond. Despite the weaknesses, children are developing some skills for their future learning.

Staff demonstrate sufficient knowledge of the seven areas of learning. However, the implementation of the requirements varies from room to room and amongst the staff members. This results in some weak teaching which is not matched to children's needs. Relationships with parents are effective and make a good contribution to meeting children's needs. Staff discuss children's learning and progress with parents on a daily basis and have created a tree display board in the reception area where parents can record children's learning at home. The staff in the baby room support children's progress well. For example, babies next steps are encouraged as staff use attractive materials and musical toys to encourage babies to roll over. Generally, sufficient assessment is undertaken in the nursery. However, there is varying practice which results in activities not always offering maximum challenge for children.

There is an on-site indoor play area where children develop their physical skills through climbing and manoeuvring around the equipment. Children are learning to take turns as they play with their friends and begin to share resources. Children with special educational needs and/or disabilities are effectively supported. Individual education plans are in place to ensure children get targeted support, which helps them to make good progress in their learning. In addition, children who speak English as an additional language are well supported. Staff know and use some basic words in the children's first language and display words around the nursery. Consequently, children's home language is valued and this effectively supports their acquisition of English. Staff do not always encourage children to reach their full potential. For example, staff count objects in books so children can hear, but they do not encourage the children to count. Therefore, children's mathematical knowledge is not fully promoted.

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

Parents and carers spoken to on the day of the inspection report their satisfaction with how well their children have settled and their children's growing confidence. Children are supported through the transition period by undertaking short visits with their key person until they are ready to move to the next room. Staff have created relationships with the local schools so children can transition easily to the next setting when the time comes. Staff have developed strategies for managing children's behaviour and have considered the underpinning reasons to why some behaviour may be displayed so they can support the children effectively.

Staff have created a key person board with photographs of the children and their key person so parents and children know who their key person is. Most staff are building effective relationships with children. However, there are occasions when children's privacy and dignity is not respected because staff take off children's pants in the main room and comment loudly while other children and staff are present to check their nappy. Older children are independent because they are given responsibilities, such as setting the table and pouring their own drinks. However, there are some missed opportunities for independence in the toddler room as staff attend to the children's personal needs for them. For example, staff get tissues and wipe children's noses and do not encourage them to do this for themselves.

Staff support children's understanding of how to keep themselves safe. For example, as they walk up the stairs staff remind them to hold onto the banister. However, managers are unable to demonstrate that staff have appropriate clearances in place which means children's safety is compromised. Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Overall, throughout the nursery the range and use of resources is satisfactory and age appropriate which enables children to play in comfort. Children have healthy meals and snacks and drinks are easily accessible and have daily opportunities to access fresh air which contributes to a healthy lifestyle.

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

Staff have a secure knowledge of safeguarding procedures. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. However, recruitment procedures are not robust. This means that Disclosure and Barring numbers have not been recorded for all staff which means managers cannot be sure staff are suitable to work with children. These failings compromise children's safety and welfare and are a breach of legal requirements on the Early Years Register and the Childcare Register.

The methods for evaluating the observation and planning for individual children are not fully effective, as they do not always identify the weaknesses. For example, in the pre-school room staff have identified that all children are not yet demonstrating critical thinking skills and the monitoring system has not recognised this. In addition, practice is variable and the manager has not yet analysed the data she has collected so does not know the weakest areas of development in order to plan targeted support. Staff benefit from regular staff meetings where issues and practice are discussed and are reflected upon. A clear induction procedure provides new staff and with the relevant information required to support children in the setting. This ensures that they are clear about their roles and responsibilities.

The setting is working with the local authority to improve their practice and has development plans in place. The manager and staff are committed to partnership working with outside agencies, and attend meetings with health professionals to ensure children with special educational needs and/or disabilities are effectively supported in their learning

and development. The management and staff work very closely with local schools and other settings children attend. Parents and schools are provided with progress reports to ensure continuity of learning for the children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure there are effective systems for ensuring any person caring for, or in regular contact with children are suitable to work with them (compulsory part of the Childcare Register)
- ensure there are effective systems for ensuring any person caring for, or in regular contact with children are suitable to work with them (voluntary part of the Childcare Register).

## 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>	EY365334
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	931473
<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>	95
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Natures Nursery (Royton) Ltd.
<b>Date of previous inspection</b>	15/07/2013
<b>Telephone number</b>	0161 653 1996

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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.

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.

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