

# Sutton Road Nursery Ltd

28 Sutton Road, MANCHESTER, M18 7PL

## Inspection date

Previous inspection date

01/04/2014

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

- Teaching and learning is good, planning is effectively linked to the observations that staff make of children so activities are organised to respond to their individual learning needs.
- Staff have a good understanding of the importance of working in partnerships with parents, in order for children to reach their full potential. This results in effective and successful strategies that engage parents in their child's care and learning.
- The management are committed to improving and developing the provision. They involve staff and parents in this process, so they can provide the best possible care and education for children.
- Children are well-protected because clear policies and procedures for safeguarding are in place, which are regularly discussed and understood by all staff.

### It is not yet outstanding because

- There is scope to review the organisation of the nursery to give children more opportunities to be move freely between the inside and outside area.
- The outside area has not yet been fully developed to enable children to access a range of resources that supports all areas of 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed the staff and children interacting and children playing indoors and outside.
- The inspector spoke to staff, children, parents and the manager.
- The inspector sampled safeguarding policies and procedures, risk assessments and all staff's suitability to be working with children.
- The inspector checked accident, incident and medication policies and documentation.
- The inspector sampled children's observations, and the assessment and planning documentation.
- The inspector carried out a joint observation with the manager.

## Inspector

Nicola Kirk

## Full report

### Information about the setting

Sutton Road Nursery Ltd was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted community building in the Gorton area of Manchester, and is managed by private providers, who are also the managers. The nursery serves the local area and is accessible to all children. It operates from three main base rooms and there is an enclosed area available for outdoor play. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level three and 3 at level 2, including the deputy manager with Early Years Professional Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 37 children attending who are in the early years age group. The nursery provides funded 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.

### 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 the nursery, to give children more opportunities to move freely between the outside and inside area
- develop the available resources in the outside area that further support children's progress in all areas of learning.

## Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. This is combined with good quality teaching and a well-resourced, stimulating learning environment. The enthusiastic staff know the children well and the key person considers the individual needs, interests and stage of development of each child in their care. This information is used effectively to plan challenging and enjoyable experiences for all children. As a result, children show high levels of independence, curiosity and confidence in the nursery. The good balance of adult-led and child-initiated activities results in children being engaged and busy in their play. Teaching is good, staff encourage children to develop and make good progress in a variety of ways that ensures they make good progress and have the skills they need for their next stage in learning. For example, staff ask good open ended questions that encourage children to think about what they are doing. Children have good opportunities to make marks. For example, babies and toddlers explore interesting materials, such as

foam, dough, ice, sand and cereal, while pre-school aged children skilfully draw and paint on paper and eggs. Staff working with babies understand that very young children learn through using their senses. To support this they provide sand, water and baskets of everyday objects so children can freely explore the texture and properties of these. For example, babies enjoy exploring interesting objects that are thawing in lumps of ice. Children are given time to explore and play with glue and paint as they create cards. Staff offer babies a running commentary of what is happening and encourage them to explore things for themselves.

Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, babies have space to practise their crawling and walking skills. In the outdoor environment, children ride bikes and other vehicles and play games with balls. Staff are skilled in supporting children to learn to communicate. They speak clearly and slowly to the children and offer them simple choices using visual aids to support their understanding. For example, when they offer the children a choice of fruit at snack time they point to each fruit at the same time as saying the word, this supports the children to learn the meaning of new vocabulary. Staff also use symbols to support children to learn key words and phrases. Children are well-supported in mathematical development. Staff encourage children to count objects while they are playing, describe the shape and size of objects while playing with wooden blocks. Children who speak English as an additional language are supported to make good progress. For example, staff learn key words and songs in their home language. Older children take part in group sessions. They sing songs, share stories, talk about the weather and learn about the days of the week. These routines help prepare them to be ready for school.

Staff work in partnership with parents. They gather information from parents about children's interests in an 'all about me' document and they complete baseline assessments together about what their child can already do at home. Individual learning journals are completed for all children, these include a range of good observations and photographs. Observations are linked to the areas of learning and show which age bands children are working in. This allows the nursery to track children's progress over time and identify any areas for development. Parents are kept well-informed about their child's learning through regular discussions and daily diaries. The ongoing sharing of information about children's interests and learning at home enables parents to actively contribute towards their child's progress and ensures continuity of learning for children. For example, parents are encouraged to complete information about achievements at home. Parents' comments about children's learning are very positive, for example, they say their child is 'making good progress in the nursery' and that their child 'loves coming to the nursery'. Children with special educational needs and/or disabilities are supported in a variety of ways. Staff write individual plans to support children and work with a range of other professionals to ensure they receive the support they need to progress.

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

Children's transitions into the nursery are managed very well. For example, settling-in visits are arranged, which give them the opportunity to become familiar with their

surroundings. When children start they are allocated a key person. This means close bonds are formed, which provides a strong base for children's learning and development. Staff provide daily verbal feedback to parents and daily diaries for the under two's. The nursery has systems to support transitions within the nursery and to other settings. They have a policy on how they support children in preparing for transitions. For example, they provide stories to prepare the children, they visit the new room with their key person and invite school staff to visit the children in the nursery. They are also part of a local group of schools and nurseries that support children's move to school.

Staff promote children's good health well. Children enjoy well-balanced and nutritious meals. Children with special dietary needs are provided with suitable alternatives. Children are given choices of fruit at snack times. Mealtimes are sociable occasions and staff sit with children and encourage them to talk about their day and the food they are eating. All children are supported to be independent. Older children are encouraged to serve themselves and younger children to eat and drink independently. In addition, good nappy change procedures are adhered to at all times as staff record nappy changing during the day. Children of all ages have daily access to the outdoor areas. As a result, children enjoy being outdoors, which means they benefit fully from lots of fresh air and develop their physical skills. The nursery layout enables children to move around freely indoors. However, there is scope to review the organisation of the nursery to give children more opportunities to be able to flow freely between inside and outside.

Children's behaviour in the nursery is good because staff give clear messages about what is and is not acceptable. For example, they sensitively support children to learn to share resources as they play and use cards with simple images on to reinforce positive behaviours. This encourages positive relationships and supports children to understand consistent boundaries within the nursery from a young age. Children develop a good understanding of how to keep themselves safe. For example, staff explain safe practices to them, such as how to use scissors safely. Children are able to access a range of appropriate resources that cover all areas of the curriculum inside. This supports their confidence and self-esteem. However, the outside area has not yet been fully developed to allow children to access a range of resources that support all areas of learning.

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

The management demonstrate a good understanding of their role and responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation stage. Staff have a good understanding of child protection issues and know to whom they should refer any concerns about a child or the practice of another adult. Safeguarding is discussed regularly at meetings. The nursery is part of a local project to join up professionals to support communication and safeguard children. This means children are well-protected. The nursery is safe in all areas because risk assessments and daily safety checks are carried out to minimise hazards. This means children are supervised well in their play and learning by staff in the rooms. There are arrangements for monitoring the performance of staff. Induction procedures are thorough, regular supervision sessions and

an annual appraisal meeting is held with the manager. The arrangements for monitoring and evaluating the quality of the service are good. Children's learning is assessed on entry and a tracking sheet maintained throughout their time in the nursery. Discussions between the manager and key persons are also used effectively to discuss the progress of individual children. The manager produces an overview sheet to track and compare the progress of all the children. These along with the required progress check at age two enable management to identify any gaps in the educational programmes and to support staff in addressing these. This means children are supported to reach their full potential.

The nursery has involved all staff and parents in evaluating the nursery and have produced an action plan to support them to make improvements. Staff work well with their local authority advisors, welcoming and taking on board the advice and support they provide. This results in ensuring that the level of quality care and learning continues to be maintained and improved upon. The manager is committed to improving the quality. They have a rigorous recruitment process to ensure that staff are well-equipped to support the children. The manager meets with staff regularly and observes them to monitor their development. Staff are supported to develop their qualifications, one member of staff is training to complete the level 3 qualification in childcare. The manager uses monitoring systems and tracking of children's progress to identify training needs. For example, a gap was identified through the children's progress tracker, in staff's knowledge of teaching mathematics, so the manager addressed this by providing training and support materials to improve this.

Parents receive good information about the nursery when their child begins and on an ongoing basis through daily discussions, diaries and regular newsletters. Parents' comments about the nursery are very positive. For example, they say they find staff friendly and caring. The nursery has strong links with external agencies and the local authority. They use these links well to support the children in their care.

### **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

<b>Unique reference number</b>	EY469043
<b>Local authority</b>	Manchester
<b>Inspection number</b>	938527
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	21
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Sutton Road Nursery LTD
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07841142567

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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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