

# Slade Lane Nursery

21 Slade Lane, MANCHESTER, M13 0QJ

## Inspection date

Previous inspection date

11/04/2014

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

- Effective partnerships with parents and a well embedded key person system, helps children to form secure emotional attachments. Consequently, children are well prepared for their transitions, both across the nursery and into school.
- Effective planning provides children with a broad range of exciting and stimulating activities that engages them and builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently. This ensures that children's welfare is protected and children are kept safe from harm.
- Children's good health is supported because meals and snacks are varied and nutritious and there are opportunities throughout the day where children are encouraged to engage in physical activity. As a result, children develop an understanding the importance of physical exercise and a healthy diet.

### It is not yet outstanding because

- There is scope to improve further the already good monitoring of staff, particularly peer observation, to promote reflection on the quality of teaching in order to enhance the opportunities even further for the children that attend.

## **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 across the nursery.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider and the manager of the nursery and spoke to staff throughout the inspection when appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Karen Armstrong

## Full report

### Information about the setting

Slade Lane Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the Big Life Group, which is a non-profit enterprise. The company manage another nursery in the locality. It operates from the previous Sure Start children's centre owned by Manchester City Council. Children have access to three large rooms within the centre. There is a large secure rear garden available for outdoor play. There are presently seven staff and a manager who work with the children. Five staff hold a National Vocational Qualification to Level 3 or 4 and the manager holds a level 4 in childcare. There is an early years lead who oversees the nursery who holds a degree in childhood studies. The nursery is open every day from 8am till 6pm, Monday to Friday, all year round. There are 67 children on roll. The nursery is in receipt of funding for children aged two and three years. It has close links with the named person from the Big Life Company and Manchester Local Authority.

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

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

- extend further a programme of peer on peer observations and further monitoring of staff practice in order to continue to promote a culture of reflection and have a further positive impact upon the quality of teaching and learning.

## Inspection judgements

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

The quality of teaching in the nursery is good and practitioners are very knowledgeable about the Early Years Foundation Stage. They know that children learn best through play and first-hand experiences. They provide a wide range of appropriate, stimulating activities for the children in all the rooms and outdoors. For example, children are supported in using the natural environment and one child's passion for looking for worms has supported an interest in the bug investigation area 'Buggingham Palace'. Consequently, children are motivated to learn and make rapid progress across all areas of learning in readiness for school. Practitioners deliver consistent practice, observing, assessing and planning effectively for each child's progress with a clear knowledge of each child's character, needs and learning style. They consistently take into account each child's interests when planning for their next steps. Practitioners working with babies and two-year olds concentrate on planning for the prime areas of learning because they recognise that these are the areas that children need to be secure in first. For example, while investigating, a baby who has recently become confident in walking was supported and encouraged in developing her physical skills further when climbing. Parents are involved in their children's learning right from the start, when practitioners ask them about what their children can already do. Parents are invited to summary review meetings to discuss their

child's progress. Practitioners share children's next steps for learning with parents and offer suggestions for parents to extend their children's learning at home.

The language development of children is fostered well in the nursery. Older children talk about the weather, the days of the week and are encouraged to share their experiences. Practitioners are good at asking open-ended questions, which also encourage children's problem solving skills. For example, after a story about pirates, children take interest in the outdoors and are digging. When asked what they are digging for, the children talk about hidden treasure and link it to the story. Later an opportunity to create eye patches is given for children to act out being pirates and share their pirate experiences. This shows that practitioners link planned activities for children to previous experiences. Children's mathematical understanding is enhanced regularly because of a range of planned and spontaneous opportunities. These include counting the number of days and counting resources, as well as singing counting songs, such as 'Five little ducks go swimming one day' which help children to understand skills in addition and subtraction. Mathematical resources are available and numbers are visible in all the playrooms. Children's knowledge of shape is actively promoted across the setting. The use of information and communication technology is fostered and children have opportunities to use resources across the setting. Babies and young children have access to a wide range of books and enjoy sharing them with practitioners and listening to their favourite stories. Opportunities are regularly used with babies to sing songs, particularly at routine times.

Children are secure in their environment and confidently leave the carers to go off to explore. In the baby room, the member of staff shows a clear understanding of the individual needs of the children. For example, a child is offered challenge through encouragement and support to investigate a range of resources. The opportunity to develop language and understanding is promoted while looking for animals in sand, curly paper cuttings and play dough. Parents are encouraged to contribute towards their child's learning by providing information about what children like and can do at home. This shows that staff value the parents' views and understand the importance of parental partnership in children's learning. All children are given opportunities to enhance their physical development through the use of the outdoor area, which is accessed throughout the day. This area offers children the opportunity to enjoy activities, such as, climbing, balancing, bats and balls and cycling on the bikes. Children also take opportunity to act out home experiences in the mud kitchen, where they work together to make cakes and cook in the microwave. The area has been developed to enhance further children's natural curiosity and investigation. There is an area for hunting for bugs and resources are used to enhance sensory experiences, such as pans to make musical sounds. Staff have a good understanding of the importance of helping children to gain the necessary skills for when they move on to school. For example, opportunities are given for older children to 'register' by recognising their name. Children talk daily about the weather and the days of the week and children are encouraged to develop their independence skills during routine times. For example, they are encouraged to put on their coats before going out and to serve themselves during lunch and snack time.

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

The key person system is strong and provides support for both the children and their parents to develop positive relationships with key staff. Parents comment that they find all staff extremely supportive especially during settling-in times and transitions within the setting. During these times, parents acknowledge staff's efforts at tailoring the transitions in accordance with their children's unique needs. This is because staff understand the importance of children feeling safe, secure and confident before they are able to show an eagerness and readiness to learn. This approach effectively supports children's emotional well-being and provides the smoothest of starts for them. The nursery is developing good links with the local feeder school and they are beginning to liaise with reception staff to support the transition into school. This aids children to make the best possible progress.

Children independently follow good hygiene routines and are reminded of the importance of washing their hands before having their lunch and at snack times. Children's intimate care needs are sensitively met and opportunities to sing to the babies at these times are used. A variety of healthy snacks are offered to the children during the day. Lunch menus are varied and healthy and reflect a variety of cultures. This ensures that the children enjoy healthy food and experience a variety of tastes. Children are supported throughout these social routines where they are encouraged to serve themselves. This helps children to understand about portion size and develop further their independence skills. Dietary and medical needs are fully discussed and taken account of. Where other special requirements are identified staff work in partnership with other professionals and parents to ensure that every child receives the support they require. Children are kept safe, all exterior doors are kept secure to ensure that only authorised individuals access the nursery. Effective risk assessments ensure that all areas and equipment are fit for use. For example, the indoor and outdoor areas are checked prior to the nursery opening to ensure they are suitable for the children to access. Children receive encouragement and praise throughout the day which effectively builds self-esteem and promotes emotional security.

The environment is stimulating, friendly and well resourced. All resources are stored and labelled at low level to encourage children's engagement and independence. Inclusion is given a high priority. As a result, children learn to be accepting of each other's similarities and differences; this is role modelled by staff at all times. Children's behaviour is managed well. Staff, regularly get down to children's level and calmly talk about their expectations. As a result, the focus is on a positive atmosphere of mutual respect and trust, where staff frequently praise children's efforts and achievements.

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

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are aware of what to do should they have a concern about a children's welfare. Recruitment and induction procedures are robust and ensure that all those working with children are suitable to do so. Risk assessments are thorough and as a

result, children are cared for in a safe environment. All staff have a current Disclosure and Barring Service check and regularly sign to say that there have been no changes to their circumstances that affect their ability to work with children. All staff access relevant training and are all required to complete key training, such as Safeguarding level 1. Consequently, safeguarding procedures are fully understood by all staff. All new staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. Regular staff and supervision meetings are in place to discuss the environment and the quality of teaching and learning. The recruitment of an early years teacher and an area manager have supported the development further in the monitoring of staff practice and the development of the indoor and outdoor environments. The manager is proactive in observing staff in their practice to develop further effective teaching and learning. It is planned to develop peer observations to extend this approach further, to enhance the impact of both the outdoor environment and the skills in effective teaching in all environments in order to support children further in their learning.

The management team are fully committed to providing a high quality service for children and have set actions and targets as part of their development plan. Children's files include next steps in learning and also focus on their interests. This enables staff to quickly respond to children who are moving rooms, ensuring that their progression continues within their new playroom. The progress of all children is monitored to ensure that staff are accurately assessing each child and providing appropriate activities to help them to make good progress. Continued room observations and the introduction of peer observation are planned to help strengthen the quality of teaching further so that children are able to consistently achieve the highest levels in all aspects of their learning. Self-evaluation is effective and there is a strong commitment to continually improving and developing the nursery. The management team are committed to developing the self-evaluation process further and have identified specific areas for improvement and drawn up action plans to support these developments. Policies and procedures are clearly understood by all the staff team and opportunity is used at staff and supervision meetings to discuss these.

Staff build positive relationships with parents and chat with them on a daily basis about their child's achievements and well-being. They invite parents into the setting for a variety of events including review meetings once a term. This approach enables parents to feel welcomed and a genuine part of their child's care and education. Noticeboards around the nursery provide parents with additional information about childcare issues and about the Early Years Foundation Stage in particular. This helps parents support and develop their children's learning at home. Parents comment to say they are very happy with the care provided and that the staff are 'friendly and welcoming' and that they are happy with the setting and their child is 'having fun while they are learning'. The nursery also provides good links with other providers, such as the local family centre and the local schools. This has supported children and their parents in their transition to the setting and supports those children when moving onto school. There is a focus on training and the setting is developing a culture of staff champions in specific areas, such as an 'inclusion champion'. Staff are encouraged to share good practice among the team and across other settings within the group.

### **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>	EY469844
<b>Local authority</b>	Manchester
<b>Inspection number</b>	941200
<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>	40
<b>Number of children on roll</b>	67
<b>Name of provider</b>	The Big Life Company Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07917686926

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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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