

# Charlestown Day Nursery

Turner Lane, Ashton Under Lyne, Tameside, OL6 8LW

<b>Inspection date</b>	20/03/2014
Previous inspection date	09/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- All children's individual learning needs are exceptionally well met, as staff observe and assess them, in order to plan sharply focused next steps in their learning. This means that they make rapid progress in relation to their starting points.
- Key persons are highly skilled and sensitive and help children to form exceptionally strong emotional attachments and feel very secure within the setting.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Partnerships with parents and other professionals are exemplary and make a significant contribution to meeting the needs of all children. Transitions in and out of the setting are extremely well organised to promote excellent continuity of care and learning.
- The innovative leadership of the manager means that all staff have excellent opportunities to further their professional development, and this means that children receive high quality learning experiences.
- Sharply-focused self-evaluation includes the views of all staff, parents and children. This means that areas for improvement are effectively identified, and plans for improvement are well targeted and achievable.

## 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 children's activities in all playrooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of several parents, spoken to on the day of the inspection.

## Inspector

Julie Kelly

## Full report

### Information about the setting

Charlestown Day Nursery opened in 1989. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in single storey, purpose-built premises in Ashton-under-Lyne, Tameside. It is privately owned. It operates from 12 rooms, there are several enclosed areas available for outdoor play. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 248 children on roll, 232 of whom are in the early years age range and 16 aged between five and 11 years, who attend before and after school and during school holidays. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery employs 35 members of childcare staff, including the manager. Of these, two hold an early years qualification at level 5, six hold an early years qualification at level 4 and 26 hold an early years qualification at level 3. One member of staff holds Early Years Professional Status. The nursery supports children with special educational needs and/or disabilities. It is a member of the National Day Nurseries Association.

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

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

- enhance the excellent programme for understanding the world in the wider context of the local environment, for example, by visiting nearby places of interest and walking to the local park and shops.

## Inspection judgements

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

Babies and children thrive, they are highly motivated to learn as they participate in challenging activities, designed to capture their imagination and interests, in this high-quality nursery. As a result, they consistently demonstrate the characteristics of effective learning. Teaching techniques are consistently strong across the nursery and successfully reflect children's interests. Staff skilfully build on children's home based knowledge and experiences, and provide further opportunities for progression. They work extremely well together and consistently combine their skills and knowledge effectively, to plan a rich, stimulating and exciting environment. Furthermore, staff have a superb knowledge of the Early Years Foundation Stage and how children learn, which is evident as they support children's learning throughout the day. Plans for children's next steps in their learning are based on sharply focused observations linked to individual learning for each child, and are flexible to take account of children's interests and spontaneous ideas. For example, children's interest in outer space is expertly used to plan activities and experiences to enhance their learning and development. Children make a role play rocket and space

station, create a display and mobile that depict the planets, and make representations of the planets out of sparkly dough. Staff are highly skilled at providing babies and children with a rich and stimulating environment, which focuses on helping them learn through all their senses, as they explore the wealth of resources available. For example, babies freely explore the black and white area, and bottles filled with coloured liquids and objects, such as pom-poms, fish and insects. Toddlers thoroughly enjoy investigating interactive toys, and are fascinated as they discover they can get a response when they press a button. They squeal with delight as they listen to the crunching sound they make with cereal and dry pasta, and feel the texture of feathers.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with an extremely firm foundation for their future learning. Staff teach children to play cooperatively, take turns, share resources and collaborate in their play. Children collaborate in group play, extend and elaborate ideas, confidently inviting other children to join them. They are extremely independent as they move around the indoor and outdoor environment, and select their own choice of toys and equipment. Children's communication and language development is supported exceptionally well by the knowledgeable and experienced staff team. They skilfully use a range of highly effective techniques, which have a significant impact on the progress children make in this area of development. For example, staff tune in to the individual sounds that babies use to communicate, and repeat sounds back to them to teach them about two-way conversation. They provide a running commentary as they play and help children to expand on what they say, by introducing new words and more complex sentences. Furthermore, staff can quickly identify those children whose language is below expected levels of development. As a result, they can seek out timely interventions from external professionals, so that achievement gaps are rapidly closed. Children develop large muscle control and coordination as they use climbing equipment, ride wheeled toys, crawl through tunnels and use digging tools. Babies develop excellent physical skills as they are provided with exciting and stimulating objects, such as ribbons, scarves, mirrors and different textured materials to encourage them to reach and stretch. In addition, they have the freedom and space indoors to move, stretch crawl and cruise along the furniture. Staff teach children to celebrate and value the similarities and differences between people. A wide range of interesting multicultural resources, such as pictures, posters, dolls and books help to develop children's awareness of cultural diversity. Children learn about the world around them through first hand experiences, such as discovering insects and small creatures in the garden, planting and growing and looking after the nursery rabbit. However, there is scope to enhance children's excellent knowledge of people and communities in the wider context of the local community. Children with special educational needs and/or disabilities are exceptionally well supported by experienced and knowledgeable staff who work in extremely close partnership with parents and external professionals. This means that children experience consistency and continuity of care and learning, ensuring that they reach their full potential.

Staff undertake purposeful observations and assessments that highlight individual interests and preferred learning styles. This information is used exceptionally well in conjunction with their home experiences, and translated into individualised planning that clearly

identifies each child's next steps in learning. Children's learning journey records illustrate the rapid improvement in their development, in relation to their starting points. Staff gather detailed information on entry from parents about what their children can do, and this, along with further observations provides them with an accurate starting point on which to plan for their individual learning needs. Parents are fully involved in their children's learning and staff continue to think of creative ways to encourage their involvement further. Parents attend meetings to talk about their children's progress with key persons, have access to learning journey records at any time, and are informed of children's progress, through daily verbal feedback. They contribute to children's learning journey records and also share information about children's learning and development away from the nursery, by providing photographs in the 'home experience' book. Staff talk to parents about how they can help support their children's learning at home. For example, they suggest that parents could make pasta necklaces with their children to enhance the development of their small muscle control. The outstanding partnership between the nursery, parents and other providers ensure children's needs are quickly identified and exceptionally well met. The highly successful strategies in shared learning ensure children are extremely well prepared for the next steps in their learning and eventually, school.

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

An exceptionally well-established key person system and the highly effective deployment of staff enables children to form strong, secure emotional attachments. Staff's knowledge of their key children and their commitment to nurturing the well-being of every child in their care is superb. This successfully promotes children's developing independence and exploration. Children are extremely happy in the nursery, and on arrival are eager to participate in the exciting activities on offer. They are enthusiastic and chat excitedly to staff about what they are doing. For example, they say, 'I'm phoning my mum to tell her I'm on the moon'. Babies are happy and content because they are cared for by loving, attentive staff, who make sure that their physical and emotional needs are consistently met. They demonstrate their contentment and sense of safety and security as they snuggle up to their key person to look at books and sing songs and rhymes. The arrangements for supporting children on entry to the nursery are extremely well planned in consultation with parents. Key persons gather information about children's likes, dislikes, daily routines and favourite activities. As a result, children quickly adapt to the nursery environment and confidently make new friendships. Transitions within the nursery are extremely well organised; staff discuss the process with parents and discussions take place between key persons about children's learning and developmental needs. Children move to the next stage of their learning at an appropriate time, according to the developmental needs of each individual child. Consequently, children are exceptionally well supported with the transition process, and benefit from excellent consistency and continuity of care and learning.

Behaviour is managed exceedingly well because staff provide clear and consistent boundaries and children respond well to their positive praise and encouragement. Children show a high level of understanding of the behavioural expectations, demonstrating excellent control as they listen to staff explanations, swap and share resources and play

together in harmony. They are kind and caring towards each other and demonstrate a helpful attitude as they willingly help staff to tidy up. Staff respond to minor disagreements calmly and sensitively, and teach children to think about what they can do to resolve the situation. As a result, children's behaviour is exemplary. Staff teach children to keep themselves safe by gently reminding them to have 'walking feet indoors', and to use scissors and tools safely. Children demonstrate their understanding as they independently sweep up sand, so that other children do not fall. The large climbing equipment outdoors provides children with physical challenges, giving them opportunities to manage their own risks in a controlled environment. Staff teach children about staying safe each day through routine boundaries that are set, topic work involving 'people who help us' and discussions about 'stranger danger'. Consequently, children's understanding of keeping safe is superbly promoted.

Staff teach children the importance of adopting a healthy lifestyle through topic work about healthy eating and talking to them about food that is good for their bodies and helps them grow. Children are provided with a huge range of nutritious snacks and meals and are encouraged to try new foods and textures. They learn about keeping their bodies hydrated as babies and very young children are regularly offered drinks, older children access water themselves. Daily outdoor play and dance, music and movement and karate sessions provide children with a wide range of opportunities for physical exercise and fresh air. Children's good health and self-care is thoroughly embedded as they attend to their own personal needs, in readiness for school. Staff role model excellent hygiene practices. For example, surfaces are cleaned with anti-bacterial spray before mealtimes and children learn to wash their hands after using the bathroom, to remove germs. Children demonstrate their exceptional awareness of good hygiene routines as they independently access tissues and put used ones in the bin. Resources are regularly cleaned and baby toys are sterilised, and each child has their own face cloth and bedding to reduce the risk of cross-contamination. This means that children's health and hygiene is extremely well promoted, which in turn has a positive impact on their physical and emotional well-being.

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

Staff give safeguarding very high priority and are fully aware of their roles and responsibilities to ensure children are protected from harm. They have an excellent awareness of safeguarding issues, such as the signs and symptoms of abuse, the procedures to follow, and who to contact in the event of any child protection concerns. An extensive range of policies and procedures successfully underpin daily practice and regular reviews are carried out. Accurately maintained records also ensure children's welfare is exceptionally well protected. For example, accident forms are meticulously recorded, detailing where the accident occurred, the injury and first aid treatment administered. The member of staff at the scene signs the form; it is countersigned by a senior member of staff and then signed by parents. Accidents are regularly analysed so that if they involve the same child, same room or occur at the same time of day, actions can be put in place to eliminate the risks. Security systems, such as locked doors and the vigilant vetting of visitors, including signing in and out sheets, ensure that children are kept safe from

unwanted intruders and cannot leave the premises unsupervised. Comprehensive risk assessments are completed to the highest standard, including all areas of the premises and activities so that children can play and learn in safety. Staff are deployed to maximum effect, both indoors and outdoors, to ensure children are closely supervised at all times and ratios are consistently met. Robust recruitment and selection procedures, such as induction processes, completion of checks pertaining to suitability and probationary periods, make sure that staff are suitable, safe and appropriately skilled to work with children. As a result, children's safety and well-being is exceptionally well promoted. Staff's ongoing suitability and quality of teaching is extremely well monitored through appraisals and observations. A targeted programme of professional development training is in place to address underperformance and increase staff skills. This means that the quality of teaching continues to improve.

Systems for monitoring educational programmes, individual planning and assessment are highly effective, so that children receive a rich and varied learning experience based on their individual needs. The highly precise arrangements for assessment mean that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals. The manager undertakes 'spot checks' on children's learning journey records to ensure that observations, assessments, planning and tracking are consistently kept up to date, and reflect children's learning accurately. In addition, the rigorous procedures in place for monitoring all children's progress, and the subsequent analysis of the data, ensures that any gaps in learning are quickly identified. This demonstrates how the nursery is closing the achievement gap of vulnerable groups of children, to ensure that they all reach their full potential. Through highly effective support mechanisms, such as role modelling, coaching and mentoring, staff are expertly guided in their practice, to achieve the high aspirations of the manager and senior management team. The manager and all staff are committed and dedicated to improving outcomes and achievements for children over a sustained period of time. Strengths and weaknesses are clearly identified and systems are in place to secure continuous improvement, including the ongoing review of identifying creative ways to involve parents in nursery life. Staff, together with support and advice from the local authority early years advisory team, have worked incredibly hard since the last inspection to improve the practice and service they provide. All actions and the recommendation from the last inspection have been responded to and acted upon. This is particularly evident in the revised observation, assessment and planning process, which now means that children's next steps in learning are immediately planned for. Robust monitoring of all aspects of the nursery and well-documented self-evaluation ensures that it continues to improve, and staff have a shared vision for their future success. This results in excellent learning outcomes for all children.

Highly effective partnerships with parents ensure that children's needs are quickly identified and exceptionally well met. Children who require the involvement of external professionals are supported by staff, at the highest level, because of their outstanding understanding of the importance of partnership working. Extremely close links with other early years settings and schools to support children's individual needs is exemplary, including at transition times. Parents are exceptionally keen to voice their high opinions of the nursery. They are appreciative of the wealth of information they are given about their children's progress, and welcome the help and advice from staff about how to support their children's learning at home. Parents comment that the environment is welcoming,

staff are friendly and approachable, and that their children are safe and happy. They state that they are thrilled with their child's progress, staff hone in on children's individual interests and encourage them to learn through being creative and imaginative.

### **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>	312298
<b>Local authority</b>	Tameside
<b>Inspection number</b>	954525
<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>	140
<b>Number of children on roll</b>	248
<b>Name of provider</b>	Charlestown Private Day Nursery Ltd
<b>Date of previous inspection</b>	09/05/2013
<b>Telephone number</b>	0161 343 2528

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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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