

Quadrant House Private Day Nursery

2 Reynard Street, HYDE, Cheshire, SK14 2HW

Inspection date	08/04/2014
Previous inspection date	05/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- The quality of teaching across this nursery is good. Skilled practitioners plan challenging and interesting educational programmes which cover all areas of learning and development. As a result, children are making good progress.
- The well-embedded key-person system supports all children to become independent and promotes their well-being. Practitioners are also effectively supporting parents to promote learning at home.
- Practitioners have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation stage. As a result, children are safe and secure within this nursery.
- Systems for monitoring planning and assessments are robust and effective. As a result, children with individual needs are targeted and appropriate intervention is sought.

It is not yet outstanding because

- Practitioners are inconsistent about reminding children to tidy up resources before they move on to a new activity. As a result, children are not fully learning to take responsibility for the equipment or their environment.
- There is scope to improve lunchtime routines so that practitioners take time to sit with children and provide them with clear and consistent messages about healthy lifestyles.

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 indoor and outdoor environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessments records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day of the inspection.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Quadrant House Private Day Nursery was re-opened in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from converted premises in Hyde, Cheshire, and is owned by a provider who also manages the nursery. The nursery serves the local area and is accessible to all children. It operates from two main rooms separated into four play areas designed for children of different developmental stages, on two floors of the premises. One play area is designated for out of school care. The first floor is accessible by stairs. There is an enclosed area available for outdoor play. There are a total of 10 childcare practitioners, nine of whom hold appropriate early years qualifications at levels 2, 3 and 4. The nursery opens Monday to Friday from 7am until 7pm, for 51 weeks of the year, with the exception of Bank Holidays and a week at Christmas. It offers wrap-around care to children who attend the local primary school. Children attend for a variety of sessions. There are currently 53 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- encourage children to take responsibility for the resources and equipment which they use and effectively tidy away after activities before they move on to something new
- improve opportunities at mealtimes for practitioners to sit with the children, and use this time effectively to promote and give clear messages about healthy lifestyles.

Inspection judgements

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

Children enter this welcoming nursery confidently and independently and are able to select from a good range of quality resources which are clearly labelled and accessible. Practitioners are deployed well throughout the nursery and support the children's learning in a stimulating, exciting and well-organised environment. Areas of continuous provision are well resourced and effectively linked to the seven areas of learning and development. For example, children enjoy engaging in imaginative play in the home corner where there are a variety of different toy foods, pots and pans. Children are learning through interesting and challenging activities which have been purposefully planned to meet the individual needs of each child. For example, older children demonstrate delight in an adult-

led activity which has been planned to introduce numbers through the children's natural interest and curiosity in messy play. Practitioners have a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners work effectively together and combine their skills and knowledge efficiently to plan an environment with a great emphasis on the prime areas of learning. The quality of teaching across this nursery is good. For example, practitioners ask children a range of open-ended questions which encourage them to think critically for themselves.

Practitioners know children very well in this friendly nursery and have a very child-centred philosophy which puts the child at the heart of what they do. There is an effective key-person system in place which ensures that children's emotional well-being is consistently supported. Practitioners take responsibility for maintaining a 'development file' for each child in their key group. This is kept to a good standard and contains observations and assessments of the children throughout their time at the nursery. Practitioners have high expectations for all children based on accurate initial assessments which are gathered on entry and ongoing assessments which they use effectively to get to know the children's interests and learning styles. As a result, practitioners are planning next steps in learning which are suitably challenging and meet the individual needs of each child. Children have lots of opportunities to develop their small muscle control as they are provided with messy play, such as sand and water, and play dough which they explore with their hands. Younger children are given a wealth of opportunities to develop movement, singing and rhyming. For example, during an adult-led activity the practitioner uses a parachute to encourage and support the children to develop their coordination and balance skills, as well as introducing them to lots of different vocabulary and language. Children have access to a range of mark-making materials. For example, older children enjoy the opportunity to make different marks and print using paints and different shaped potatoes. There is an outdoor area for all children to access; this is currently undergoing some renovation to develop the already good provision available for the children.

This nursery offers an inclusive environment where diversity is valued. As a result, children are learning to respect and value themselves and each other. Practitioners support children with special educational needs and/or disabilities well and have developed strong relationships with parents which ensure that children's individual needs are well met. The key-person system effectively supports parents to contribute to their child's learning and development. For example, parents are supported by experienced practitioners to carry out activities at home which enhance the children's learning and development. As a result, children are receiving continuity of care and are becoming enthusiastic and curious learners who are progressing well towards the early learning goals, given their starting points. Practitioners use effective strategies to develop partnerships with parents. For example, parents are invited to parents' evenings twice a year to discuss their child's assessments, including the progress check at age two. Therefore, parents have a good understanding of the Early Years Foundation Stage and their child's stage of learning and development. Practitioners are working effectively with the local primary schools, and teachers are invited in to discuss children's learning and development prior to them starting school. Older children also attend regular assemblies and events at the local primary school. As a result, the children are well prepared and experience a smooth transition between settings and are ready for their next stage in learning.

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

The well-established key-person system ensures that children are making strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Children spend quality time with their key person engaging in activities, such as creating individual pictures using a variety of different materials. Practitioners greet and welcome the children and their parents into the nursery, which ensures that the children feel valued and cared for and that relationships with parents are strong. Transitions into this nursery are managed well. Children and their families are invited to settling-in sessions to ensure a gradual admission into nursery, which is adapted to meet the individual needs of each child. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information on the child's care routines, health requirements, allergies, special dietary needs and food preferences. Parents are also invited to provide the practitioners with information about the child's interests, family background and learning needs. As a result, the practitioners are able to effectively support the children's needs from the start.

Practitioners are well deployed within this nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. Children are being supported to manage their own behaviour as practitioners explain to them the importance of sharing and taking turns. As a result, children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Children in this nursery are kind and caring towards each other and demonstrate a good use of manners throughout the session, in particular at mealtimes. Children show a strong sense of belonging and demonstrate that they feel safe. They gain high self-esteem quickly and learn to make friends with their peers from an early age. Practitioners are beginning to encourage children to follow routines, however, at times they are not consistent about reminding children to tidy away resources before moving on to new activities. As a result, children are not always learning to respect and take ownership of their environment.

Children are thriving in this nursery as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, older children go independently to the toilet and wash their own hands thoroughly without needing to be prompted. Practitioners reinforce the importance of washing their hands before eating and after going to the toilet by talking to the children about why they need to do this. The nursery uses a catering company to provide children with healthy and nutritious food. The manager ensures that the catering company are aware of and respect all children's dietary requirements through regular meetings. The catering company works closely with the manager to cater for the individual needs of the children at all times, offering a good amount of daily choice. The manager keeps parents well informed of the nursery menus and reviews these regularly to ensure the food choices meet the preferences of all children. Children are effectively encouraged to develop their independence skills during mealtimes; the older children serve themselves, while the younger children are being well supported to feed themselves. However, the practitioners do not always make full use of this time to sit with the children and promote and give clear messages to them about healthy lifestyles. As a result, the children are not always developing a deep

understanding of healthy food choices for themselves. Children have access to the outdoor area in all weathers, where they have regular daily exercise.

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

Following a recent visit by Ofsted, the provider received an initial warning letter that required them to notify Ofsted of any changes to the director of the company providing the childcare at the nursery. They also received a welfare requirements notice that required them to ensure that the staff-to-child ratios, as set out in the Statutory framework for the Early Years Foundation Stage, are maintained. Ofsted also sent out a notice to improve which asked the provider to record information about staff qualifications and the identity checks and vetting processes that have been completed. Following a further monitoring visit, Ofsted were satisfied that appropriate action had been taken. This inspection was brought forward following on from these concerns raised by Ofsted. The inspection found that the provider has informed Ofsted of the changes to the director of the company providing childcare at the nursery. The provider has appropriately recorded information on the identity checks and vetting processes of all adults who work directly with the children to ensure they are suitable. They have also recorded appropriate information about all practitioners' qualifications. Since the visit carried out by Ofsted, the provider has organised for regular agency practitioners to be used to cover for unforeseeable practitioner absences to ensure that staff-to-child ratios are met at all times. During the inspection, staff-to-child ratios were met and this was confirmed by scrutiny of the registers. Therefore, children's safety and well-being are now fully assured.

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Several practitioners have attended appropriate safeguarding training, with others in the process of completing the training. Policies and procedures are very concise and known by all practitioners, who are responsible for reviewing certain policies and procedures at regular intervals to ensure they keep their knowledge up to date. Required documents are in place for the safe and efficient running of this nursery. These include accurate registers and complete records of the children's details which are kept confidential at all times. Children's health and safety are prioritised as accident, incident and medication forms are completed, discussed and signed by parents, ensuring they are fully informed of any incidents, illnesses and medication administered. Comprehensive risk assessments and daily checks are carried out, which ensures that children are well protected within a safe and secure nursery. The manager takes responsibility for carrying out thorough risk assessments of venues which the children are visiting on outings. Qualified and experienced practitioners are effectively deployed throughout the nursery. As a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, they have recruited a strong and committed team who are experienced and well supported within the nursery. There is a thorough induction procedure in place for new practitioners and students to ensure they are fully aware of their own and others', roles and responsibilities. Consequently, the quality of teaching is consistently high and maintained across the nursery. Practitioners' training needs are identified through a

variety of methods, such as the manager and deputy manager's undertaking of peer observations, team meetings and appraisals which are conducted twice a year. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs and continuously develop their professional practice.

The manager and deputy manager both have an in-depth knowledge of the Early Years Foundation Stage and their responsibilities in meeting both the welfare requirements and the learning and development requirements. There are effective systems in place for monitoring the quality of teaching and learning across this nursery. The manager and deputy manager take responsibility for monitoring and reviewing the children's development files and planning. This ensures they are up to date and that observations and assessments of the children are accurate and reflect their age and stage of development and that planning is individual to each child and meets their needs. Self-evaluation within is rigorous, with the views of practitioners, children and parents being effectively gathered and valued. The manager and deputy manager regularly reflect on the practice and provision and are regularly setting actions and striving to achieve these to ensure that the nursery is continuously improving.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care which they provide. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. The nursery operates an open-door policy where parents are clearly invited and welcomed into the setting on a daily basis. Parents speak very highly of the nursery and feel that they and their children are being well supported. The provider keeps parents well informed and updated on all nursery issues through regular newsletters. Information is posted on the display boards in the reception area relating to the activities and experiences which the children have been involved in. Parents are provided with various different means of sharing their views and opinions, for example, through regular questionnaires and by posting comments on a dedicated board in reception. These are reviewed regularly and the manager provides feedback to the parents regarding their suggestions. There are effective partnership=working arrangements with external agencies who are responsible for supporting the education and care needs of children who speak English as an additional language and children with special educational needs and/or disabilities. There are strong links with local primary school which support children in preparation for making the transition between settings. These contribute to meeting the children's needs and preparing them for the next stage of learning.

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

Unique reference number	EY463834
Local authority	Tameside
Inspection number	956654
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	53
Name of provider	Quadrant House Private Day Nursery
Date of previous inspection	05/09/2013
Telephone number	0161 222 3455

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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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