

Sylvan Court Day Nursery

9 Farm Lane, Worsley, Manchester, M28 2PU

Inspection date	24/06/2014
Previous inspection date	18/08/2011

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 is consistently good across this nursery. As a result, challenging and interesting activities are being planned for the children, which cover all the areas of learning and development.
- The well-embedded key-person system ensures that children feel safe and secure within this nursery. Therefore, they are developing a good level of independence and their emotional well-being is well supported.
- Practitioners have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems are in place for recruitment and supervision of practitioners. As a result, a qualified and experienced team has been recruited.
- Monitoring ensures that planning and assessment are focussed to meet the individual needs of each child. As a result, individual or groups of children with special educational needs and/or disabilities are targeted and appropriate intervention is sought. Partnerships with parents and other professionals are firmly embedded.

It is not yet outstanding because

- There is scope to further enhance current systems for monitoring practice through peer observations to enable practitioners to share skills and expertise.

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 assessment 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.

Inspector

Suzanne Fenwick

Full report

Information about the setting

Sylvan Court Day Nursery was registered in 2002 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It operates from a two-storey building in the Worsley area of Salford and serves the local community and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs 17 childcare practitioners. Of these, 15 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional status. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 95 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 some 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:

- enhance current systems for monitoring practice to provide plenty of opportunities for practitioners to engage in peer observations to share skills and expertise.

Inspection judgements

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

Practitioners at this nursery have a good knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. As a result, the quality of teaching across this nursery is strong. The nursery uses an effective online system to document and store all observation and assessment records for each child. There is an effective key-person system in place. Each key person takes responsibility for maintaining the learning records for each child in their key group. These are all maintained to a consistently good standard across the nursery. Practitioners have high expectations for all children based on accurate initial assessments, which are gathered on entry and agreed with parents. They subsequently use ongoing assessments effectively to get to know the children's interests and learning styles. As a result, practitioners are planning next steps in learning, which meet the individual needs of each child and they are suitably challenging. For example, a small group of children enjoy the opportunity to create monsters using play dough and a variety of other materials. The practitioner supporting this activity talks to the children about the resources that are available and provides guidance about how to use them correctly and safely. However, after discussion, staff encourage the children to explore and experiment with these and use them in ways, which they choose. As a result, each child creates a monster, which represents their own interpretation. Practitioners support a number of children who speak English as an

additional language and children with special educational needs and/or disabilities. Practitioners effectively implement and use individual plans for children with special educational needs and/or disabilities. Consequently, assessments show that gaps in learning are closing and these children are progressing well towards the early learning goals. Practitioners model vocabulary and sentences to children during all activities and ask questions, which require the children to think critically and independently.

The indoor and outdoor environments throughout this nursery are stimulating, exciting and well organised into areas of continuous provision, which are effectively linked to the seven areas of learning and development. Practitioners support all children in their acquisition of communication and language. For example, practitioners working with the older children have created a hospital in the role-play area. They have made a variety of related resources available for the children, such as dressing-up clothes, bandages, thermometers, books, prescriptions and pens. Children choose to spend a considerable amount of time in this area using their imaginations well. A practitioner supports the children by correctly naming all the items and explaining to them what they are used for. Children enjoy the opportunity to share in a story, which explains the role of certain hospital staff as well as the opportunity to make marks for a real purpose when they write out prescriptions. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. There are two separate outdoor areas for children to access. Younger children enjoy the opportunity to move in different ways through tunnels and climb and slide down the larger equipment. Older children enjoy exploring and experimenting with the large water tap, which they are able to control. They are supported by a practitioner who encourages them to consider where the water flows to. The nursery offers an inclusive environment where diversity is valued, therefore, children are learning to respect and value themselves and each other. Practitioners celebrate other cultures. As a result, children are developing a good knowledge and understanding of similarities and differences amongst themselves and others.

The key-person system is supportive to parents and enables them to contribute to their child's learning and development records. For example, parents are encouraged by practitioners to record comments about their children's achievements to share these with the child's key person. Practitioners use effective strategies to engage parents and help them to support their children's learning at home. For example, parents are encouraged to share familiar songs and stories with their children at home, which are provided by the practitioners. As a result, children are developing a wide range of skills, which are supporting them to become keen and competent learners, who are ready for their next stage in learning in preparation for their eventual move onto school.

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

Practitioners know children very well in this friendly nursery and have a child-centred philosophy, which puts the child at the heart of what they do. 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. 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 good. The processes to help new children settle into the nursery and support them with the move between rooms, are highly effective. The settling-in period is tailored to meet the individual needs of each child. As a result, children demonstrate that they feel safe and secure within the nursery. Parents complete a registration form for their child upon entry, which provides the practitioners with detailed and meaningful information about the child's care routines, health requirements, allergies, special dietary needs and food preferences.

Practitioners are well deployed within the nursery and provide children with clear guidance and positive reinforcement on what is acceptable behaviour. For example, children are reminded how to hold scissors safely while walking and during activities. Children are supported well with learning how to manage their own behaviour and how to play cooperatively with each other. For example, practitioners explain to them the importance of sharing and taking turns. As a result, children demonstrate a secure level of understanding of the behavioural expectations and they learn good self-control. Behaviour within the nursery is good as a result and children understand safety rules and how to use resources safely. Practitioners support children's emotional well-being through regular discussions about feelings and emotions. As a result, children are beginning to understand and manage their own feelings and emotions and those of others. Children are learning to follow routines as they are encouraged to tidy away after each play session. They are emotionally well equipped for future moves to other settings or school.

There is a range of resources, which are clearly labelled and accessible to all children. As a result, children are progressing well in the nursery and demonstrate independence as they access additional resources of their choice during activities. Children are encouraged to independently manage their own personal care needs where appropriate. For example, practitioners encourage children to go to the toilet independently and wash their own hands thoroughly without needing to be prompted. The nursery has an experienced and qualified cook who prepares healthy and nutritious home-made meals and snacks for the children throughout the day. Practitioners ensure that all mealtimes within the nursery are sociable. They sit with the children so they enjoy their meal together. Practitioners take the opportunity during mealtimes to demonstrate the importance of healthy eating to the children by talking about the different foods, which they are eating. Therefore, children are developing a good knowledge of different food choices. Children have access in all weathers to the outdoor area where they enjoy fresh air and regular daily exercise.

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

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. Policies and procedures are concise and known by all practitioners. Practitioners have all attended appropriate safeguarding training and understand their duty to protect children. Risk assessments and daily checks of this nursery are thorough and accident recording and reporting procedures meet requirements. This helps to ensure that children are well protected within a safe and

secure nursery. Qualified and experienced practitioners are effectively deployed throughout the nursery. Therefore, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place. As a result, managers have recruited a strong team who are experienced and well supported within the nursery. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is a comprehensive induction procedure in place for new practitioners to ensure they are fully aware of their own and others' roles and responsibilities. Consequently, the quality of teaching is consistently good and maintained across the nursery.

The management team have a good knowledge of the Early Years Foundation Stage framework 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 the nursery. The manager carries out regular observations of practitioners and provides feedback to support their ongoing development. There is a strong deputy manager in place who models good practice to the practitioners with whom she regularly works. However, systems for peer observations are not fully established. As a result, practitioners are not always benefiting from sharing the skills and expertise of their colleagues to enhance their already strong teaching. The manager takes responsibility for monitoring and reviewing the children's learning records. She ensures they are up to date and that observations and assessments of the children are accurate and reflect their age and stage of development. The manager carries out whole nursery assessments. As a result, she is able to identify any gaps in individual or groups of children's learning and development and ensure appropriate intervention and support is sought. Practitioners' training needs are identified through a variety of methods, such as annual appraisals and regular supervisions. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs and continuously develop their professional practice. The manager sets high standards for the quality of the provision. The manager regularly reflects on the quality of practice and provision and frequently sets targets for improvement. This helps to ensure that the staff team always strive to achieve new targets, which continuously drive meaningful improvements that benefit the children.

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 nursery on a daily basis. Parents speak highly of the nursery and the practitioners. There are effective partnership working arrangements between the nursery and the local primary schools in preparation for children making the move between settings. These are well established and contribute to meeting the children's needs and preparing them for the next stage of learning.

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	EY224651
Local authority	Salford
Inspection number	872492
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	95
Name of provider	Sylvan Court Day Nursery Ltd
Date of previous inspection	18/08/2011
Telephone number	0161 794 6688

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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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