

# Winstanley Day Nursery

Winstanley Road, MANCHESTER, M40 7WN

## Inspection date

Previous inspection date

30/06/2014

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 planning provides children with a broad range of exciting and stimulating activities that engage them and builds on their individual interests and learning needs. As a result, they consistently make good progress in relation to their starting points.
- The well-embedded key-person system helps children to form close emotional attachments as staff skilfully support them in their play. Consequently, children feel safe and secure in the nursery environment.
- Staff have a very good knowledge and understanding of their responsibility to safeguard children, which is successfully translated into practice. This means that children are well protected and can play and learn in a safe environment.
- Leadership is effective and systems for self-evaluation and the targeted action plans in place ensure that the nursery continues to improve learning outcomes for all children.
- Partnerships with parents, other early years providers and external professionals are very good and make a significant contribution to meeting children's individual needs.

### It is not yet outstanding because

- There are some missed opportunities to further extend children's learning in different contexts through even more effective use and organisation of the outdoor environment.
- On occasions, the organisation of meal times is not used to maximum effect in order to further enhance children's good social development.

## 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 parents spoken to on the day of the inspection and from written feedback.

## Inspector

Julie Kelly

## Full report

### Information about the setting

Winstanley Day Nursery registered in 2013 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is owned by private individuals who manage two additional nurseries in Manchester. The nursery operates from a purpose-built, single-storey building in the Miles Platting area of Manchester. It serves the immediate locality and surrounding areas. Children attend for a variety of sessions. The nursery provides full day care and also cares for children before and after school and during school holidays. Children access three main playrooms and there are two enclosed areas available for outdoor play. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are currently 39 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. There are seven members of staff employed to work directly with the children. Of these, four hold an early years qualification at level 3 and two hold an early years qualification at level 2. The manager holds Early Years Professional status. The nursery is open Monday to Friday from 7.30am to 6pm all year round, except for bank holidays. It 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:

- extend opportunities for children to use outdoors for learning throughout the year and in a wider range of contexts, such as planting and growing and exploring the natural world
- review the organisation of meal times so that all children are consistently provided with the space, time and extended opportunities to build on their existing good social skills.

### Inspection judgements

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

Babies and children thrive in this good quality nursery and consistently demonstrate the characteristics of effective learning. Staff provide children with a stimulating and exciting environment, which is equipped with a wide range of good quality resources to encourage children to explore and be active learners. For example, babies are fully engrossed as they investigate bottles filled with coloured liquids and cereals, musical instruments and assorted textured fabrics. They laugh and giggle with pleasure as they learn that they can make sounds when they bang a metal container with a wooden spoon. Toddlers and older children squeal with excitement as they explore water and sand mixed together and create

a beach. They use shells and make sandcastles and recall their past experiences of going on holiday. Teaching is rooted in a secure knowledge of the Early Years Foundation Stage and a comprehensive understanding of how children learn. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. This includes children whose starting points are below the expected levels for their age. Staff are enthusiastic and full of fun and this is reflected in the motivation and enthusiasm of children as they learn and play.

Staff place a strong focus on helping children to acquire personal, social and emotional skills and supporting their physical and communication and language development. As a result, children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, staff teach children to adopt a 'can do' attitude and through positive praise, encourage them to persevere with tasks they find difficult. Babies and children demonstrate high levels of independence as they freely move around the environment and make independent choices about what they want to do. Children demonstrate good social skills as they interact well with staff and each other and play together harmoniously. For example, they decide to play a game of hide and seek outside and take turns at counting and hiding without the support of an adult. Staff provide sensitive support to help children to achieve and are skilful at knowing when to intervene in their play and when to stand back and observe. This means that children have opportunities to find out things for themselves and learn new skills from staff.

Communication and language development is given high priority and facial expressions, actions and gestures are used to maximum effect to illustrate and support language development for very young children. The skilful use of puppets and props support children's understanding of rhymes and songs and affects the development of their listening and attention skills. Children confidently talk to staff about their home and family as they explain 'I went to the zoo' and 'My daddy cut my hair with clippers'. Babies develop good physical skills as they enjoy the freedom and space indoors to move, crawl, roll, stretch and cruise along the furniture. Staff provide opportunities and resources outdoors to develop children's large muscle control and coordination. For example, they ride wheeled toys, build with large crates and use balancing equipment. However, opportunities for children to further extend their learning in a wider range of contexts with particular regard to the exploration of the natural world have yet to be fully embraced. Children who speak English as an additional language are effectively supported because staff learn and use key words in their home language. Staff support children with special educational needs and/or disabilities exceptionally well because they have a thorough understanding of their individual needs. They work extremely closely with parents and external professionals to ensure consistency of care and learning.

Staff make good use of accurate and precise observations across all areas of learning to help them plan for children's individual learning and effectively monitor their progress. As a result, gaps in learning are quickly identified and effective support put in place, including the involvement of external professionals if necessary. This means that no child is disadvantaged and all children can achieve their full potential. Parents are encouraged to be actively involved in the initial assessment, through sharing information about what they children can do, which provides staff with a detailed picture of children's starting points. Staff plan for the development needs of each child based on their unique interests, which

has a significant impact on their progress. The environment is enhanced through the implementation of resources that meet children's needs and as a result, they consistently demonstrate the characteristics of effective learning. Children's learning journal records are maintained to a good standard and contain observations, ongoing assessments and photographs to evidence their learning and progress. Partnerships with parents are strong and make a significant contribution to meeting all children's needs. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. For example, they encourage parents to help children to make necklaces by threading pasta to enhance their physical skills and share stories, rhymes and songs to promote their communication and language skills. Parents are given information about their children's learning through verbal feedback, daily sheets, regular written summaries of children's progress and opportunities to review children's learning journal records at any time.

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

The effective key-person system means that children form secure attachments and their emotional well-being is consistently supported. Babies are looked after by loving, nurturing staff who intuitively understand and respond to their physical and emotional needs. For example, staff recognise the signs that babies display when they are tired and gently lie them down for a sleep. Children are cuddled and comforted if upset and actively seek out their key person for reassurance. Consequently, feel safe and secure within the nursery, which has a significant impact on their learning and development. Babies and children demonstrate high levels of independence and their good health and self-care is securely embedded as they attend to their own personal needs. For example, babies feed themselves; older children put on and take off their coats and aprons, scrape their plates at lunchtime and demonstrate a caring attitude as they eagerly help staff to tidy up. This means that children learn the necessary skills that prepare them well in readiness for school. However, the organisation and management of children at snack and meal times is not used to maximum effect to extend children's already good social skills. For example, on occasions, children sit at the table for a long time while they wait for others to finish, which sometimes leads to them becoming frustrated and disruptive. Staff role model good hygiene practices and teach children the importance of washing their hands before eating and after using the bathroom. Children learn about the importance of a healthy diet as staff talk to them at meal times about foods that make their bodies grow. Daily access to outdoors and regular walks in the local community means that children benefit from fresh air and exercise. Cosy areas within the indoor environment give babies and children opportunities to rest and relax and play quietly. As a result, children's health and hygiene is successfully promoted, which in turn has a positive impact on their physical and emotional well-being.

Staff greet and welcome children and their parents into the nursery, which ensures that the children feel valued and cared for and that relationships with parents are strong. Children's individual artwork is attractively displayed and incorporates photographic evidence, which effectively promotes children's self-esteem and sense of belonging. The arrangements for supporting children as they move from home to the nursery are carefully planned with parents from the point of entry. Staff gather information about children's

likes, dislikes, routines and favourite activities. As a result, children very quickly adapt to the environment and daily routines and confidently form new friendships. Effective systems are in place to support children as they move rooms, such as discussions with new key persons, sharing children's developmental progress reports and settling-in visits. Consequently, children experience continuity and consistency of care and learning.

Staff help children manage their behaviour as they explain about sharing, distract children with other resources and talk about feelings. They respond to minor disagreements sensitively and calmly and encourage children to think about what they can do to resolve the situation. Staff successfully teach children about feelings in planned group activities, when they use puppets called 'Millie' and 'Billy' to think about how their actions have an effect on others. For example, they tell children that Millie is sad because Billy will not share his toys and ask them how that makes her feel and what they could say or do to make her feel better. Children show a secure level of understanding of the behavioural expectations, demonstrating good self-control, as they listen to staff explanations, share resources and play collaboratively together. As a result, their behaviour is consistently good. Through effective daily reminders, staff reinforce the behavioural expectations, such as walking indoors and being kind to each other. Children learn about keeping themselves safe as staff teach them the safety rules of the nursery and how to keep safe when out walking. Children demonstrate their understanding as they say 'We have to be careful with scissors because they are sharp'. Consequently, children's understanding of keeping safe is effectively promoted.

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

Staff have a very good knowledge and understanding of how to protect and safeguard children and policies and procedures are known by all staff and implemented consistently. They are fully aware of their safeguarding responsibilities and have a secure knowledge of who to contact and what to do in the event of a child protection concern. An effective and detailed set of risk assessments, which are regularly added to and reviewed, along with daily checks of the indoor and outdoor areas, ensure that children can learn and play in a safe and secure environment. The vigilance of staff and widespread security systems, such as, an intercom on the front door, locks on gates and secure outdoor areas ensure that children are protected from unwanted visitors and cannot leave the premises unsupervised. Staff are deployed effectively to ensure that children are continually supervised and ratios are consistently met. Robust recruitment and selection procedures, for example, induction processes, probationary periods and completion of checks pertaining to suitability, ensure that staff are suitable, safe and appropriately skilled to work with children. Staff's ongoing suitability and the quality of their teaching are monitored through supervision, appraisal and a targeted programme of professional development training to address underperformance and increase staff skills.

The manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. Children's learning journal records are regularly checked to ensure that they are up-to-date and that observations and tracking accurately reflect children's learning and progress. Very good arrangements are in place for

monitoring all children in the nursery. This means that staff can look at areas where children may be underachieving and plan more support for children in these areas, or provide training for staff to further their knowledge and skills in a particular area. This demonstrates how the setting is effectively closing the achievement gap of vulnerable groups of children. The manager uses her knowledge, experience and skills to lead the staff team and continually enhance the already good practice. Through robust support systems, such as, role modelling, mentoring and coaching, staff are expertly guided to achieve the high aspirations of the manager and deputy manager. Self-evaluation is well documented and identifies clear targets for improvement. The views of children and parents and guidance and support from the local authority Quality Assurance Team are listened to and acted upon. Staff constantly evaluate their practice and the environment, through regular room and staff observations to ensure they continue to improve, as they strive to provide the best possible care and education for all children.

Staff fully understand that working closely with parents has a significant impact on children's learning and development. Partnerships with parents are very strong. Children's learning journal records are shared with them and they access a wealth of information in the form of displays, leaflets, photographs, posters and regular newsletters. A great emphasis is placed on daily face-to-face communications, achieved through the meet-and-greet open door policy. Staff make effective links with teachers from local schools and share developmental records so that children are well supported when the time comes for them to move on. Parents have the highest regard and respect for the way the staff care for their children. They say that children are happy and content, settle quickly and that staff are very approachable and patient. Parents comment that they have good relationships with all staff, especially key persons. They say that children settle quickly because of good systems in place and the knowledge staff gain about their children prior to starting. Parents are very appreciative of the information they receive about their children's learning and development and are extremely pleased with the progress they make.

### **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>	EY473668
<b>Local authority</b>	Manchester
<b>Inspection number</b>	949444
<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>	90
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Wise Masterbuilders Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01612057933

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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