

# Harpurhey Neighbourhood Nursery

Harpurhey Sure Start Children's Centre, North City Family and Fitness Centre, Upper Conran Street,  
Harpurhey, Manchester, M9 4DA

<b>Inspection date</b>	04/04/2014
Previous inspection date	10/05/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
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

- Staff have a good understanding of the Early Years Foundation Stage and how to plan appropriate, challenging and enhanced activities. As a result, children are making good progress in their learning and development. Staff work with parents and communication between home and nursery is good, supporting children's learning further.
- Children and babies are happy and settled. Warm and affectionate bonds with familiar staff are formed and this helps children to be confident to discuss feelings and initiate learning. Children are very independent learners because strong relationships with key persons are shared.
- The environment is clean, safe and welcoming. Safeguarding procedures and risk assessments are implemented by all staff to ensure that children are kept safe.
- The management effectively support staff to access ongoing training and development. Consequently, staff are motivated and skills are enhanced and updated.

### It is not yet outstanding because

- Information Communication and Technology resources are not always accessible for children to ensure they make maximum progress in this area.

## **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.

## **Inspection activities**

- The inspector observed activities in two playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's assessment records and planning documentation.  
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form, improvement plan and a selection of policies and procedures.
- The inspector took account of the views of staff, parents and carers spoken to on the day.

## **Inspector**

Michelle Jacques

## Full report

### Information about the setting

Harpurhey Neighbourhood Nursery was registered in 2005. It is owned and staffed by Manchester College. The nursery serves the immediate locality and also the surrounding areas. It operates from one large room, which is divided to accommodate children by age and stage of development. This room is within the Harpurhey Children's Centre, which is situated in North City Family and Fitness Centre. There is access to a secure outdoor play area for children of all ages. The nursery provides full and part-time care for children in the early years age range. It is open Monday to Friday, from 8am to 6pm. The nursery closes for one week at Christmas and all statutory holidays. The nursery is registered on the Early Years Register. There are currently 31 children aged from six months to four years on roll. Children attend from the local area and wider community. The nursery currently supports children who speak English as an additional language. There are 11 staff who work with children and a cook. All staff who work with children hold appropriate early years qualifications equivalent to levels 2, 3, 4 or 5.

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

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

- support children further in using a range of Information and Communication Technology and programmable toys by making sure these resources are available for use and accessible at all times.

## Inspection judgements

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

Activities provided are challenging and stimulating, as a result, children remain engaged in learning experiences. Staff watch and listen well to children, responding to their requests, ideas and preferences. Children demonstrate confidence and independence to direct their own learning and staff respond positively to support this. For example, a child shows a particular interest in name badges worn by staff members. Staff quickly acknowledge this interest, spontaneously providing adequate resources for children to creatively make their own badges. Many learning opportunities are provided by this activity and staff skilfully extend communication, thinking and problem solving skills. Staff have a good understanding of how to support learning and development, therefore, activities and resources provided are carefully selected to meet children's individual needs. Babies and younger children are well-planned for as staff spend time assessing their interests and abilities. For example, a baby is beginning to experience walking and staff ensure that walking support resources are available both indoors and outdoors to aid this development. Staff create space outdoors for the baby to test and try. Celebration, praise and encouragement is offered to the baby when they succeed.

Children are happy and confident and are making good progress in their learning and gaining the skills required to prepare them for school. During settling procedures when entering the setting, staff spend time communicating with parents and observing children to assess abilities. Children's communications skills develop extremely well as staff interact with them in a friendly and encouraging way. Children interact and communicate with each other and friendships enhance language development. For example, during mealtimes social conversation between friends and skilful open-ended questions from staff enable children to communicate through comprehensive questions and statements. Children are less well supported in technology development as Information Communication and technology resources are not fully accessible.

Parents are effectively involved in children's learning and have frequent opportunities to discuss development. Parents are welcome to access children's learning journey documentation regularly. This document is comprehensive and includes written and photographic evidence of development and abilities. Intended next steps are clear in the learning journey observations and a profile of development is gathered over time. Sharing this document and meeting parents regularly supports children's continued development.

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

The nursery environment is warm and inviting and staff are very polite and friendly. Children are welcomed into a relaxed atmosphere and are, therefore, confident and happy when entering the nursery. Relationships with parents are embedded during the gradual settling-in procedure and ongoing parental input is achieved by regular development meetings. Children benefit from secure relationships with key staff members and friendships between older children are also well-established. Key person relationships are reinforced by daily routines. For example, at lunchtime children sit in 'key family' groups. Children are reassured by the emotional security of their key person and approach their learning with independence and confidence. Children are making progress in their learning and are well-prepared emotionally for a smooth transition to their next stage of learning. This is a happy and calm nursery. The resources, equipment and materials available are well-organised and babies are able to freely access toys stored at low-level. This enables children and babies of all ages to make independent choices and decisions regarding their play materials. Resources are mostly varied and generally accessible to children.

Staff act as positive role models and encourage children to communicate with each other politely. Children are gently encouraged to say 'please' and 'thank you' and share during play activities. Staff communicate with each other in a professional manner and children witness respect between staff team members and good collaborative teamwork. The behaviour of children is consistently good, routines are strong and expectations are clear. As a result, children share and negotiate with each other allowing every child to play and learn cooperatively. Occasionally, staff remind children of expectations. For example, at mealtimes children are encouraged to 'sit still so we don't spill our food'. Mealtimes provide opportunities for children to experience a variety of healthy and nutritious foods, such as, fresh fruit, vegetables and fish. Therefore, children are beginning to develop a positive attitude to healthy eating. The nursery cook works hard to provide varied meal

plans and these are regularly reviewed to incorporate the views of staff, children and management. Displays located near the meal table show images of healthy eating and foods, reinforcing clear messages of the importance of a healthy diet. Mealtimes are a social experience and staff eat alongside children, who communicate with each other and develop language skills and table manners. Babies who are not yet weaned are included in the mealtime experience and sit closely to the table. This enables babies to experience the social aspect of mealtimes.

Children are kept safe and secure because staff are vigilant when supervising children. Procedures are carried out to maintain a safe environment, such as daily safety checks of the indoor and outdoor area and equipment. Risk assessments are in place to minimise hazards and these are updated as necessary. For example, a comprehensive risk assessment was carried out to safeguard children on a recent spring walk outing. Children are independent in managing their own safety and follow routines, such as hand washing and tidying away toys. Children in this nursery are independent, supported by attentive staff.

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

Effective safeguarding arrangements are in place to protect children and provide a safe environment at all times. Risk assessments and daily checks are carried out both indoors and outdoors. Appropriate checks are undertaken on staff ensuring their suitability to work with children and all staff hold appropriate qualifications to fulfil their roles and responsibilities. Safeguarding procedures are in place and staff have a good understanding of the process involved in reporting any concerns regarding a child's welfare or well-being. Staff have undertaken safeguarding training and the manager is the lead designated safeguarding officer. This means that the setting has a good capacity to keep children safe and well at all times.

Staff are well supported by the leadership and management team and professional development is given high priority. Training for staff is conducted online in a virtual classroom and also through attending training courses. Staff have completed a variety of training, such as equality and diversity and manual handling certified training. Monitoring of the delivery of the educational programmes and quality of teaching is completed by peer on peer observations. Systems are in place to monitor the quality of teaching and progress is monitored by a comprehensive tracking procedure. This means that the management team have a good understanding of learning strengths and weaknesses and intervention is received at the earliest opportunity.

A comprehensive action plan identifies priorities for improvements and this is reviewed regularly. Parents, staff and management contribute to the identified actions. Building maintenance and improvements are scheduled and the action plan is constantly being updated. The self-evaluation and reflection process ensures that the nursery is constantly improving practice and provision. Management and staff work hard to engage with parents and information is shared by regular development meetings. Staff encourage

parents to complete 'something new and something special' forms, which supports the links with learning at home. Parent meetings are held every term and learning journey assessment documentation are sent home regularly. As a result, staff and families share children's experiences well to promote continuity in their learning. Parents speak highly of the nursery sharing views, such as 'its brilliant' and 'my child has a good relationship with their key person'. Overall, partnership working with parents is strong, promoting learning and preparing them for a smooth transition to their next stage of learning.

## 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>	EY302356
<b>Local authority</b>	Manchester
<b>Inspection number</b>	873032
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Manchester College Governing Body
<b>Date of previous inspection</b>	10/05/2012
<b>Telephone number</b>	0161 277 1927

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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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