

# Baytree Park Day Nursery

Joshua Lane, Middleton Junction, Middleton, Manchester, M24 2AZ

<b>Inspection date</b>	17/06/2014
Previous inspection date	11/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
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		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are supported by qualified practitioners who play with and alongside them. A suitable educational programme is planned that reflects children's interests, and so helps them to make sound progress.
- The well-embedded key-person system supports children to form secure attachments with practitioners. As a result, their emotional well-being is well supported and they are developing independence.
- Systems for monitoring assessment records are consistent and accurate. As a result, appropriate support is sought for individual and groups of children with identified needs.

### It is not yet good because

- The quality of teaching is variable across the nursery. Consequently, some planned activities do not inspire children because they lack a good level of challenge.
- Practitioners do not always make the best use of resources and space, in and outdoors, to support children in learning to manage risks.
- Training and supervision are not adequately focused on safeguarding and child protection. As a result, there are inconsistencies in practitioners' knowledge and understanding of the safeguarding and welfare requirements.

## 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 providers 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

Baytree Park Day Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Middleton area of Manchester and is managed by a private provider. The nursery serves the local area and is accessible to all children. There are several enclosed areas available for outdoor play. The nursery employs 23 childcare practitioners. Of these, 18 practitioners hold appropriate early years qualifications at levels 2 and 3. The manager holds an early years qualification at level 5 and the deputy manager has a degree in childcare. The nursery opens from 7.30am until 6pm, Monday to Friday all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 112 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 a number of 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that training and supervision are strongly focussed on safeguarding and child protection to make certain that all practitioners, and in particular those who are new to the nursery, have an up-to-date knowledge and understanding of the safeguarding requirements
- ensure that self-evaluation and action plans are targeted towards improving the quality of teaching across the nursery.

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

- enhance the opportunities which practitioners provide for all children to support them to manage their own risks in and outdoors.

## 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, as they are able to select from an adequate range of resources which are clearly labelled and accessible for all children. Practitioners have a suitable knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Children are supported by qualified practitioners who play with and alongside them. Practitioners know the children

well and plan educational programmes around their interests which sufficiently cover the seven areas of learning and development. However, the quality of teaching across the nursery is variable. For example, older children are well supported by a practitioner who provides them with the opportunity to develop their hand and finger control by moulding and sculpturing playdough. The practitioner uses skilful questioning and commenting to encourage the children to think critically. Conversely, not all activities planned for the younger children are adequately challenging, consequently their learning and development is not always sufficiently extended or enhanced. There is a sufficient balance between child-initiated and adult-led activities across the nursery. However, at times adult-led activities are too directive and do not enable the children to explore and experiment with different materials and media. As a result, some children's learning experiences are limited. Children who speak English as an additional language are supported by the practitioners. As a result, they are making suitable progress in relation to their starting points, which means they are developing sufficient skills to support their future learning. Equality and diversity is suitably promoted as children play and learn in an inclusive environment. As a result, children are learning to respect each other and value difference.

Each child has their own learning journal, which contains observations and assessments of the children throughout their time at the nursery. Practitioners carry out initial assessments of the children during the first few weeks and identify clear starting points. There are systems in place for gathering ongoing assessments of the children, including the progress check for children aged between two and three years. As a result, gaps in learning are identified and appropriate intervention is sought. Practitioners sufficiently use prior assessments to plan next steps in the children's learning. However, at times activities lack the good level of challenge needed to ensure children make the best possible progress. There is outdoor space for all children to access throughout the session. Children enjoy the opportunity to play on bikes and move freely around the area. Practitioners ensure there is a range of further resources available to the children outdoors, such as a sand tray, where the children enjoy building sandcastles and hiding objects. Older children are being supported with their physical development through group activities, for example, they all take turns to sit on a 'magic carpet' and practise the skill of standing up without using their hands.

Practitioners are available at the beginning and end of every session to talk to parents regarding their child's achievements and care needs. Upon request, practitioners are happy to provide written feedback to parents. A member of the management team is always available if parents wish to discuss their child's learning and development further. Strategies for engaging parents to promote children's learning at home are in place. Parents are provided with a 'parents comments' sheet and are invited to share information about holidays, outings and experiences their child has had, as well as any achievements. Practitioners use this information during the sessions to encourage the children to share experiences and recall past events. Parents have access to their child's learning journal and are able to read observations recorded, as a result, they are aware of the learning opportunities their children are experiencing.

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

Children share warm relationships with practitioners who greet and welcome them and their parents into the nursery. This ensures that the children feel valued and cared for, and practitioners are continuing to establish and build relationships with parents. Children demonstrate they have formed secure attachments with practitioners as they confidently explore the environment and they approach practitioners for a reassuring cuddle when they are upset. Practitioners manage children's move into the nursery well and tailor the settling-in process to meet the individual needs of the child. Children and their families are invited to settling-in sessions to ensure a gradual admission into the nursery, which is adapted to meet the individual needs of each child. A key-person system is in place to support children's emotional well-being while they familiarise themselves with their new surroundings. Parents state that they are happy with this nursery and feel that the practitioners are meeting their child's care needs. Parents complete a registration form and an 'all about me' 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. As a result, practitioners are able to support children's care needs on entry to the nursery.

As children move between rooms in this nursery they take part in settling-in sessions with their current key-person to become familiar with their new surroundings. The key persons meet to discuss children's needs and interests to support the children and ensure there is a smooth move between rooms. This nursery has good links with local schools and shares information regarding the child's learning and development and care needs. As a result, children are prepared for their move to school. Adult- to-child ratios are met and children are supervised in each room, which ensures that the practitioners can provide the children with positive interactions and experiences. Daily checks and risk assessments ensure children are safe as they play and explore. Practitioners generally keep children safe by ensuring there are clear boundaries. For example, encouraging the children to walk inside the nursery. However, not all practitioners are fully aware of, and sensitive to, potential harm to children because new practitioners, in particular, have not received sufficient training in safeguarding and child protection. As a result, they are unable to demonstrate that they have thought through how they would deal with safeguarding issues and how they would take appropriate action to protect and support the children in their care. Children's behaviour is good and practitioners consistently use positive behaviour management techniques. Children seek out adults for support and cuddles, which reinforces the attachments formed. Children are comforted when they become unsettled and practitioners talk to them about their emotions, as a result, children are beginning to understand their feelings and how to cope with these. This is reinforced during a group activity where a practitioner encourages children to talk about how they are feeling. Practitioners do not always make the best use of resources both indoors and outdoors to provide children with activities that encourage them to explore their environment and gain an understanding of risk. As a result, the children are not sufficiently learning to manage their own safety.

Children's health is suitably catered for. There are appropriate nappy changing arrangements in place and older children are encouraged to be independent and manage their own personal care needs where appropriate. For example, practitioners support children to go independently to the toilet and wash their own hands thoroughly without needing to be prompted. The nursery provides children with healthy meals and water is

made available to the children throughout the session. Practitioners adequately use mealtimes to sit with the children and promote the importance of healthy eating or talk to the children about the different foods which they are eating. Younger children are given the opportunity to practise feeding themselves. Therefore, they are developing their independence. Children have access in all weathers to the outdoor area where they have regular daily exercise and fresh air.

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

This inspection was prioritised following concerns being raised about the provider's ability to safeguard the children in the nursery. The nursery has a clear safeguarding policy and procedure that meets the requirements of the Early Years Foundation Stage. However, this is not known and understood by all practitioners, in particular those who are new or have recently joined the nursery. The inspection found that the provider has not made sure that all new practitioners are effectively trained about their role and responsibilities in regards to the safeguarding and welfare requirements. As a result, these practitioners do not always have a sufficient awareness of the signs and symptoms of abuse to fully protect children. Some are also unclear about the reporting procedures to follow should they have a concern regarding the welfare of a child in their care. Nevertheless, more experienced practitioners are able to demonstrate a sound awareness of how to protect and safeguard children, have attended appropriate training, and know how to respond should there be a concern regarding the welfare of a child in their care. They are also clear about the procedures they would follow if there were any allegations regarding the adults working on the premises. The nursery has a suitable policy in place covering the use of mobile phones and cameras in the nursery. This prohibits the practitioners from using mobile phones during their working hours and all practitioners have a thorough understanding of this policy. Systems for recording and reporting of accidents, incidents and the administration of medication are in place and meet requirements, which ensures that children are protected. Medication is appropriately stored. Children's bottles and dummies are sterilised and stored correctly. Risk assessments and daily checks of the nursery are carried out. Qualified and experienced practitioners are effectively deployed throughout the nursery, as a result, children are constantly well supervised. During the inspection, adult-to-child ratios were met and this was confirmed by scrutiny of the registers. There is an adequate recruitment and selection process in place, as a result, a qualified team has been appointed who are supported by the manager. Appropriate checks are carried out on all adults, when they join the nursery, to ensure they are suitable to work with children. There is an induction procedure in place for new practitioners and students to ensure they are aware of the health and safety procedures.

The manager and deputy manager have a suitable knowledge of the Early Years Foundation Stage and their responsibilities in meeting both the welfare requirements and the learning and development requirements. The manager takes responsibility for monitoring and reviewing the children's learning journals to ensure they are up-to-date, and that observations and assessments of the children are accurate and reflect their age and stage of development. Self-evaluation is carried out and currently provides an overview of the nursery's strengths and weaknesses. However, the methods used to

reflect on practice are not always effective in monitoring the quality of teaching to ensure that it is consistently high across the nursery. The manager carries out visual observations of the practitioners during each session and provides feedback to them on their practice to help them improve their teaching skills.

Practitioners understand the importance of developing relationships with parents and are building positive partnerships with parents through taking time each day to discuss their child's experiences and care needs. The systems for engaging parents in their children's ongoing learning and development are well-embedded. As a result, parents have an appropriate knowledge and understanding of the Early Years Foundation Stage and how to support their child's learning at home. The nursery operates an open door policy where parents are invited and welcomed into the nursery on a daily basis. Systems for developing relationships and links with local primary schools are fully established. Teachers from local primary schools visit the nursery, and the key-person provides a transition report which summarises the children's learning and development. As a result, children are being supported and prepared for their move from this nursery to school.

### **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>	511126
<b>Local authority</b>	Oldham
<b>Inspection number</b>	978314
<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>	80
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Gary Parkinson
<b>Date of previous inspection</b>	11/07/2013
<b>Telephone number</b>	0161 653 7589

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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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