

Blackley Village Manor Nursery

1027 Rochdale Road, MANCHESTER, Lancashire, M9 8AJ

Inspection date

11/07/2014

Previous inspection date

29/01/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- Most aspects of partnership working with parents are successful and help children to feel confident and secure at the nursery.
- Staff demonstrate a suitable understanding of how to safeguard children. This means they know how to respond if they are concerned about the welfare of a child.
- Children enjoy the activities provided for them and develop suitable levels of independence and confidence because they choose where and how they want to play.
- Staff offer children lots of praise and encouragement for their efforts. This supports children to become confident and they generally behave well.

It is not yet good because

- The strategies in place to support children with special educational needs and/or disabilities are inconsistent. Therefore, children in this group make slow progress.
- The practices that promote healthy lifestyles are variable. Therefore, children's understanding of effective hygiene is not fully promoted.
- The staff do not give children time to think and respond when they ask open-ended questions before answering for them. This hinders children's language development and opportunities to express their thinking.
- The procedures to monitor the educational programme and provision are not yet rigorous enough, consequently, all areas of weakness have not been identified.

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 all rooms within the nursery and outdoors. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full report

Information about the setting

Blackley Village Manor Nursery was registered in 2003 on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It is owned and managed by Village Manor Nurseries Limited and provides care for children from the local community and further afield. It is situated in a converted private dwelling in north Manchester. Children have access to the basement, three rooms on the ground floor, two rooms on the first floor and a secure outdoor play area. The nursery is open each weekday between 7.30am and 6pm, all year round, with the exception of bank holidays. Children attend on a full- and part-time basis. There are currently 49 children on roll, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It cares for children with special educational needs and/or disabilities. A total of 14 staff work directly with children. Of these, one holds an appropriate early years qualification at level 5, ten at level 3 and two at level 2.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the procedures in place to prevent the spread of infection and promote good health are implemented by all staff
- ensure there are effective systems for reviewing, monitoring and evaluating the effectiveness of inclusive practices in order to ensure all children including those with special educational needs and/or disabilities reach their full potential
- give children sufficient time to respond to the questions asked to effectively support their language development and thinking process.

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

- extend systems to monitor the educational programme and provision in order to identify inconsistencies, improve outcomes for children and target support where it is needed most.

Inspection judgements

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

The nursery has worked with the local authority to develop the procedures for observation, assessment and planning. Staff plan activities based on their observations of

what children can already do. Therefore, children generally make adequate progress and are engaged in a variety of activities. Staff summarise children's development every 12 weeks and provide parents with a copy of what the child needs to do next in their learning and development. This supports parents in being able to continue the learning at home. Staff undertake the progress check for children between the ages of two and three years, which enables them to see children's development stages and early intervention can be implemented if necessary. Children's skills in exploration and investigation are developing through a range of sensory activities on offer. They enjoy feeling the texture of jelly and soil, as well as playing in the sand and water. Children listen to stories and sing songs, which supports their language development as they experiment with using sounds and words to communicate. Therefore, children are developing some of the key skills required for school.

Staff support children's imagination and physical skills as they use spoons and mashers to play in flour. Staff continuously talk to children throughout their play so they are able to hear lots of descriptive language. However, staff do not give children enough time to respond to the questions they ask and they answer for them. This means children do not have enough time to express their own ideas using language. Children are developing their physical skills as they manipulate play dough, which they have made and use a range of tools to create their objects. Staff develop children's number awareness through play, for example, on the cakes children have made with play dough they make some candles and count them together.

Information about what children can already do is gathered from parents upon entry. This enables staff to plan initial activities from children's current stage of development. Parents take home story books to share with their children, which creates some consistency in approach. Staff provide some support for children with special educational needs and/or disabilities. They have used now and next boards so children understand the routine and have used visual pictures to support children's communication. However, recently the support given to children with special educational needs and/or disabilities has lapsed creating an inconsistent approach. Current targets are not challenging enough based on what children have already achieved and therefore, progress is slow.

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

The key persons are aware of the care needs of children. They gather a range of information from parents on entry in order to support children to settle easily. Staff know the individual children's likes and dislikes and offer reassurance through the transition process. This helps children to become confident in their new environment and to feel emotionally secure. The nursery has developed a secondary key-person system so a familiar adult is always available. Children move from one room to the next room gradually with the support of their key person. Information is shared concerning the children's care and learning needs, which supports children well during a time of change. Staff share information with parents about children's care needs at the end of each session, which creates a consistent approach between home and nursery.

Staff manage children's behaviour well by offering lots of praise and encouragement,

which builds their self-esteem. Staff have accessed internal and external training, which has developed their knowledge and understanding of why children behave in certain ways. Staff have developed continuous provision indoors and outdoors for older children so they can choose where they want to play and have many opportunities to be outdoors. This has a positive impact on children's behaviour and they are learning how to play together. Staff create opportunities for children to take risks, which promotes their understanding of safety. For example, children balance along crates placed in a line outdoors experimenting with different speeds. Children are independent in their play because resources are arranged to allow children to make free choices.

Sometimes staff demonstrate to children how to wash their hands and children do so independently developing some knowledge of how attend to their own personal needs. However, on occasion children sit down to eat outdoors without washing their hands. Some children also use the same towel to dry their hands. This does not promote the good health of children and does not give consistent clear messages about good hygiene practices. Children are provided with healthy nutritious food freshly prepared on the premises. They have regular opportunities to play outdoors, which gives them access to fresh air and contributes towards a healthy lifestyle.

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

There is a clear policy in place for the appropriate use of mobile telephones and digital cameras, which is displayed in the reception area. Visitors and parents are asked not to use their telephones near children in order to promote children's safety. Staff are clear on the signs and symptoms of abuse and know what to do in the event of a concern. The manager has created a safeguarding display in the staff room to ensure staff's knowledge remains up to date. The manager has checked staff knowledge on safeguarding using a questionnaire. This has enabled her to identify and rectify any issues in staff knowledge. Staff are clear on the safeguarding policy as they discuss and review policies within team meetings. The amended policies are then emailed to staff to ensure they have the most current and up-to-date version. This enables them to take swift action if any concerns arise about children or colleagues. Staff complete daily checks of the areas to minimise risks to children. There are relevant systems in place for effective selection and recruitment of staff. The management team ensures that references are sought and that staff have appropriate suitability checks in place.

The nursery team have been working hard to improve the quality of the provision. They have met weekly as a team to identify developments, share practice and undertake professional development. The managers have checked staff's knowledge and understanding of the learning and development requirements, which has enabled them to offer training in the areas where gaps in knowledge have been identified. The manager observes staff in practice before undertaking appraisals, which identifies staff strengths and weaknesses. The newly implemented supervision and appraisal system sets targets for staff to support them in their professional development. The nursery has addressed all the actions set at the last inspection and at the two monitoring visits have demonstrated

their practice has improved. However, the system for monitoring the provision and educational programme is not yet robust enough to identify all the weaknesses and inconsistent practice. Since the last inspection and subsequent monitoring visit, the nursery has made some improvement. For example, the key-person system has been developed, so that children are supported more effectively and the activities offer more challenge so children are motivated and engaged in their learning.

Staff have created a display for parents in the reception area to support them in understanding the Early Years Foundation Stage. Booklets are also readily available to support parents' knowledge of the key skills children need for school. This supports parents in helping their children learn through play. The nursery has liaised with other professionals to create a consistent approach to meeting individual children's needs. However, the actions set at the meeting have not always been fully followed through. This means children with special educational needs and/or disabilities make slow progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY263735
Local authority	Manchester
Inspection number	963176
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	49
Name of provider	Village Manor Nurseries Ltd
Date of previous inspection	29/01/2014
Telephone number	0161 203 5855

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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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