

# Charnwood at Lancashire Hill

5 Stonemill Terrace, Lancashire Hill, STOCKPORT, Cheshire, SK5 7RZ

## Inspection date

Previous inspection date

17/07/2014

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

- Staff are enthusiastic and caring. The small, well-established staff team ensure that children feel welcome and form good relationships with them and each other. As a result, children feel safe and secure, and are happy and settled in the nursery.
- Teaching is good as staff are well motivated and involve all children in play and learning. They plan a wide range of experiences and challenging activities based on children's interests. They understand how children learn through play and actively encourage children to explore and experiment as they learn new things.
- Safeguarding is given high priority in the nursery as the manager conducts a rigorous recruitment procedure, which includes vetting checks to help ensure that all staff are suitable to work with children.
- The management team provides strong leadership and constantly reflect on practice within the nursery. Plans for improvement are well targeted to further improve the high quality of the provision.

### It is not yet outstanding because

- Arrangements to support parents to provide information about what their children already know and can do on entry are not always fully effective.

## **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 the nursery rooms and the outdoor area.
- The inspector spoke to staff and gained the views of parents.
- The inspector conducted a joint observation with the early years lead teacher.
- The inspector held meetings with the provider and the manager of the nursery.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the nursery's self-evaluation form.

## **Inspector**

Layla Clarke

## Full report

### Information about the setting

Charnwood at Lancashire Hill was registered in 2014 and is on the Early Years Register. It is situated in the Lancashire Hill area of Stockport, Greater Manchester. It is one of three nurseries operated by the Charnwood Trust; a private provider holding charitable status. The nursery provides free early education sessions for two-year-olds on behalf of Belmont and Lancashire Hill Children's Centre. The nursery serves the local area and is accessible to eligible two-year-olds. It operates from a converted ground floor flat, situated within the Stonemill Terrace apartment and high rise social housing complex. Children are cared for in two main base rooms. There is an enclosed area available for outdoor play. There are currently 15 children on roll. The nursery opens five days a week, from 7.30am until 11.30am, during term time only. The nursery employs five staff who work directly with children. Of these, one holds Qualified Teacher Status, one holds an early years qualification at level 5 and two hold early years qualifications at level 3. The nursery is overseen by a manager who holds Qualified Teacher Status.

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

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

- develop further the strategies to support parents to share information about what their children know and can do when they first join the nursery, to provide key persons with a more comprehensive picture of children's starting points.

## Inspection judgements

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

Staff fully understand the Early Years Foundation Stage and provide a range of challenging and high-quality learning opportunities, which match children's developmental stage and enhance learning. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities which challenge children. Staff use effective methods of planning, observation and assessment to ensure that all children's development is monitored and that individual needs and interests are suitably planned for. For example, children's early writing skills are promoted as staff encourage children to write their names onto their art work. As a result, children are making good progress. Children delight in making the best use of the resources. For example, resources are easily accessible and encourage independence. Consequently, they consistently demonstrate the characteristics of effective learning. As a result, children are acquiring the skills, attitudes and dispositions they need to be ready for the next stage of learning. For example, children independently put on aprons before painting at the easel. Children are confident to use resources for their own purpose during their play. For example, children use a jigsaw piece as a telephone to engage in a pretend conversation. Staff offer support to children when peeling fruit, at the same time encouraging them to attempt this for

themselves. As a result, children are provided with challenging activities which extend their learning.

Teaching is very effective and so children make very good progress in relation to their starting points. Staff are very skilled in planning to meet children's individual needs. They use their expert knowledge to identify specific starting points and maintain exemplary records on how well children are progressing. As a result, all children thrive and are very well prepared for the next stage in their learning. However, parents are not always successfully supported to share with staff; information about what their children already know and can do when they first join the setting. This means that the key person does not always have all relevant information to fully inform their assessment of children's starting points. Children with special educational needs and/or disabilities are supported exceptionally well. Staff work together to implement targeted interventions that ensure that any gaps in development are swiftly addressed and children progress well. Staff provide a variety of communication methods to ensure that all parents are able to contribute to their children's learning. These include, daily verbal feedback, parents' comment forms and regular meetings to discuss their children's progress.

Language development is very well planned for in this well-resourced nursery. Strategies to develop the communication and language of all of the children in the nursery are excellent. All children benefit from daily access to highly-beneficial group time. Staff sing hello to each child, play musical instruments and use sign language to encourage all children to become involved. Children delight in this activity as they feel welcome and valued in the nursery environment. As a result, children are motivated and engaged in exciting learning opportunities. Staff are highly skilled at extending children's play and engaging them in excellent conversation to allow them exemplary opportunities to think critically and to develop their language skills. Staff make considerable use of asking open questions and use language such as, 'what can you see?' When encouraging children to peer through a tube. As a result, children are provided with opportunities to find things out for themselves. Children benefit from access to a range of physical play equipment. For example, children excitedly climb up and down the large slide and balance carefully while expertly manoeuvring themselves on and off the log stepping stones in the outdoor area. Children develop their physical skills further through the regular outings to the local environment and on the planned outings to the swimming baths. Consequently, children are motivated and engaged in exciting learning opportunities. Children work cooperatively, taking turns to strum the guitar or wait patiently for their turn to explore the sensory resources during a creative activity. This helps to engage children's interests and develops social skills as children work together and play with their peers. Children develop mathematical awareness by singing number songs and rhymes. Staff further encourage the use of number during snack time and children are encouraged to join in. For example, staff encourage children to name the colour of the beaker and count them as they hand them out to their friends.

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

Children are kept extremely safe and staff demonstrate an excellent knowledge of how to minimise any risks to children. Children's safety is paramount and is fully considered when

planning all activities. Staff are good role models to children. They demonstrate a genuine care and respect for all, thereby creating a positive environment. Children respond positively to this and play well together. Children gain a good understanding of how to manage their own behaviour as staff offer clear explanations and practical support. For example, staff talk to children about using good manners and consistently model the use of effective language, such as please and thank you. Staff use indicators to help children become aware of routines. For example, staff use a bell to inform children that it is singing time. Staff reward children with extra responsibility in celebration of their achievements. For example, children can choose to sing their favourite nursery rhyme by selecting an animal from the song bag. Consequently, children's self-esteem is promoted.

Staff are effective in supporting children's well-being. All children enjoy warm relationships with the caring staff. Key persons are attentive and responsive to children's needs. Consequently, children build secure attachments and are happy to separate from their parents. As a result, children settle quickly into the nursery. This provides a strong foundation for children to develop independence, exploratory skills and for all children to develop skills for future learning. Key persons have a thorough understanding of how children communicate their needs using non-verbal methods, so they can quickly respond to make sure that they are comfortable and content. For example, staff use signs and prompts to ensure that children understand the routines of the day.

Children enjoy very healthy and nutritious snacks, which they help staff to prepare. Children eagerly discuss foods during this warm and social occasion. For example, children excitedly declare 'I want to peel it' when staff give them fresh fruit. Snack time is very much a socialising event in which children and staff chat freely and utilise the routine effectively, to create a rich learning environment through questioning and conversation. Staff explain the benefits of healthy eating and allow children opportunities to explore the fruits and to make comparisons about the foods during these discussions. As a result, the importance of healthy lifestyles is effectively promoted to all of the children. Children are highly motivated in their learning and staff encourage them to take part in a variety of challenging activities. For example, Children carefully snip carrot and celery sticks with scissors, chop vegetables and cut biscuit dough, during the food preparation activities. Children delight in climbing, running and developing their spatial awareness as they regularly use the challenging play equipment in the local community. As a result, children learn how to keep themselves and others safe and how to manage risks.

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

Leadership and management is highly effective. Managers pride themselves on providing a highly-welcoming setting where all children and families are valued and respected. The management committee are highly effective role models for the skilled, motivated and dedicated staff team. The nursery manager works directly in the rooms with children and staff and consequently, is able to monitor the progress of children's learning and development. This also provides high quality, professional supervision for all staff based on the close monitoring of performance. Ongoing self-evaluation and reflection, which involves the views of staff and parents, forms part of this process. This provides a

thorough and very realistic awareness of the many strengths of the nursery and the identification of areas for improvement to improve outcomes for all children.

Safeguarding arrangements are strong. Staff understand their role in protecting children from harm and are fully aware of what to do should they have a concern about children's welfare. The provider and manager are proactive in ensuring that staff have a high level of safeguarding awareness. For example, safeguarding is part of the induction process and all staff receive child-protection training. Staff supervise children very well and, as a result, children are suitably protected. For example, there is a secure procedure to gain entry into the nursery and all visitors have their identification verified before entering the premises. Robust recruitment processes help to ensure that all staff are suitable to work with children. The manager ensures that suitability checks are undertaken, a thorough induction process is followed and two references are required prior to any new staff being appointed. Highly comprehensive risk assessments, which are continually reviewed ensure that children are safe indoors, outdoors and also on outings. All policies are reviewed annually or more frequently if necessary.

Staff are fully supported to improve and develop their own knowledge and this is reflected in their enthusiasm and commitment to their ongoing professional development. The ongoing suitability of staff and the quality of their teaching is monitored through supervision, appraisal and a targeted programme of professional development training. Staff have recently accessed training on communication and language development, paediatric first aid and physiotherapy training. The manager has recruited a staff team who are experienced and well qualified. As a result, the quality of the learning environment and planned activities are well matched to each child's age and stage of development. This means that all children are supported effectively to make good progress in their learning and development. Staff role model how to use resources, play with children at their level, provide running commentary posing questions and initiating discussion. This effectively supports children's creativity and critical thinking. Staff have a good knowledge of the educational programmes, which ensures that children are able to benefit from challenging and exciting learning experiences. This means that children are supported to progress towards the next steps in their learning and development.

Staff form good partnerships with parents. They make sure that they are very well informed about the provision and of their children's progress. Staff actively seek to involve parents in their children's learning. As a consequence, parents speak very highly of staff and nursery. Extensive links with other professionals involved in children's care, mean that children are very well supported and their individual needs are very well met. For example, they meet regularly with children's centre staff, health and social care workers so they can ensure that children benefit from gaining the intervention and support they need.

## 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>	EY471754
<b>Local authority</b>	Stockport
<b>Inspection number</b>	955451
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	15
<b>Name of provider</b>	The Charnwood Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01614427767

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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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