

Nature's Nursery Ltd

The School House, Long Street, Middleton, Manchester, M24 6UW

Inspection date	25/07/2014
Previous inspection date	17/02/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children receive a broad range of educational experiences that are tailored to their individual needs and interests. As a result, children display the characteristics of effective learning and become engrossed in directed and self-chosen activity.
- Staff have a good understanding of safeguarding practices. They are aware of the signs and possible indicators of abuse and know whom to contact in the event of a concern about a child or colleague.
- The quality of teaching is good. Staff attend a variety of professional development programmes that improve and inform teaching practices. Parental partnerships are well embedded and links with the local community are in place.
- Management demonstrate a strong drive for improvement and self-evaluative practice is well fostered. They set clear and realistic targets and effective monitoring systems are in place to improve outcomes for all.

It is not yet outstanding because

- Opportunities to further support babies' exploratory and investigatory skills are not fully resourced with the more natural and open-ended type materials.
- Children are not always provided with resources and opportunities to promote their early understanding and development of information, communication and technology.

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 during adult-led and child-initiated opportunities presented in the four playrooms and outdoor play areas.
- The inspector checked evidence of suitability and qualifications of staff working with children. Vetting, recruitment, complaints, safeguarding, self-evaluation and improvement plans were also checked.
- The inspector conducted a joint observation of a teaching and learning activity with the deputy manager.
- The inspector took a tour of the premises and held a meeting with the management team.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Luke Heaney

Full report

Information about the setting

Nature's Nursery Limited was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three nurseries privately owned by the same provider. It operates from a converted house, in the Middleton area of Manchester. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3, and one member of staff holds a relevant level 5 qualification. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery also provides out of school care during term time and operates a holiday club during school holidays. Children attend for a variety of sessions. There are currently 74 children attending who are in the early years age group. The nursery supports a small 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 further improve the quality of the early years provision the provider should:

- enhance the already good provision within the baby room by providing a range of everyday objects for them to explore and investigate, such as treasure baskets
- develop the programme for information, communication and technology, to ensure all children receive a broad range of experiences and enable them to develop the skills to operate everyday technologies, such as computers and toys.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. Consequently, children throughout the nursery benefit from a good quality of educational programme that effectively promotes their learning and enhances their critical thinking skills. For example, children use dual languages to communicate with each other and confidently engage in tasks, such as constructing houses for small world animals. The quality of teaching is good, children learn through a mix of adult-led and child-initiated opportunities. Robust planning systems are in place and effectively provide meaningful, personalised and challenging experiences for all children. For example, babies participate in directed physical activity, where the intended outcome is to crawl and reach for a desired object. Toddlers become engaged in emptying and filling water trays and pre-school children become engrossed in building towers in the construction area. Staff fully promote children's active learning and have developed an open culture where children are

encouraged to learn through trial and error. Consequently, children are confident to try new experiences and fully utilise all learning environments and resources available to them. However, opportunities to further enhance babies early exploratory and investigative skills through a variety of natural and open-ended materials are missed. Staff fully respect children's contributions across the nursery and listen to them perceptively, they also act upon requests and suggestions. As a result, children's creative work, models and achievements are celebrated and shared with all. Consequently, children have a strong sense of belonging and they play a pivotal role in the play and learning opportunities presented to them.

Staff promote children's communication and language skills well. They have attended training around the acquisition of linguistic development and the significance of using open-ended questioning to support early speaking and critical thinking skills. Consequently, communication difficulties are quickly identified and the appropriate intervention and support is put in place. The nursery is rich in print, which provides children with an early understanding that print relays a specific meaning. Consequently, older children demonstrate good phonological awareness as they decode simple words from signs and labels. This means children are making good progress in their communication and language development, given their starting points. Staff continuously extend children's vocabulary as they play, for example, introducing new words while playing with construction materials and discussing illustrations in books. Children access a good range of resources across the nursery that generally shape the areas of learning. However, the education programme for information, communication and technology is not sharply focused on ensuring all children receive sufficient experiences to enhance their early understanding of everyday technologies, such as computers and cause and effect toys. The progress check completed between the ages of two-and-three years is effectively implemented and includes the views of parents and health care professionals. Staff have high expectations of all children and provide older children with further opportunities to enhance their independent and self-help skills. For example, pre-school children serve their own food, listen attentively during adult-led learning and demonstrate good concentration skills when presented with new tasks, such as operating outside taps. Consequently, this provides the foundations for children to adopt the dispositions and attitudes, to be ready for school.

Children who speak English as an additional language are supported well. Staff demonstrate a good knowledge around the acquisition and theory of additional languages and have attended bespoke training that supports the linguistic needs of all children. Staff celebrate the various languages across the nursery and educate older children of the importance of appreciating and recognising each other's differences and similarities. Consequently, older children quickly learn key phrases in Polish and French then spontaneously use this during their play. Management work harmoniously with other agencies, such as a speech and language therapist, to ensure children receive effective support and intervention. As a result, children who have English as an additional language make good progress relative to their starting points. Children who have special educational needs and/or disabilities are well cared for by the experienced and dedicated special educational needs coordinator. She cascades her knowledge and expertise to all staff members, quickly sources relevant help and advice and forms part of a multidisciplinary team that ensures gaps are narrowing for identified cohorts of children. As a result,

children with special educational needs and/or disabilities make steady progress relative to their starting points.

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

Children excitedly enter their nursery, leave their parents with ease and embrace staff with hugs and cuddles. Staff place great emphasis on children's emotional well-being and provide tailored support to ensure each child at the nursery feels safe, secure and settles quickly. Comprehensive 'All about me' booklets are completed upon entry, which enables key-persons to ascertain pertinent information about each child and form initial starting points. Key persons are given adequate time to form a strong bond with children and additional time is given to support babies through any potential separation or attachment anxiety. Consequently, children develop secure bonds with familiar adults and they become content in their care. Transitions within the nursery are given the utmost importance and are flexibly managed to meet the individual needs of all children. Staff prepare children by taking special visits to new rooms and have designated play time with their new key person. Parents are fully informed of the transitional process and are invited to meet their child's new key person. Consequently, children are reassured by familiar adults who are on hand to offer reassurance and provide perceptive support and personalised programmes.

Staff demonstrate a good understanding of the nursery's behaviour management procedures and all staff apply consistent strategies. As a result, children display good behaviour across the nursery. Older children have devised their own golden rules and regular remind one another of being a good friend. Staff demonstrate high expectations of children's behaviour and attitude towards one another. For example, staff provide age-appropriate explanations and allow older children to discuss aspects of good behaviour, such as sharing. Consequently, pre-school children have fostered an open culture of behavioural expectations and fully understand and apply the behaviour management procedures on one another. Children enjoy their time at their busy and vibrant nursery. They move freely, self-select resources and become active and independent learners. Staff place great emphasis on developing children's independence skills at any given opportunity. Consequently, children under the age of three feed themselves, select their own nappies for changing and wipe their own noses. Pre-school children tend to their own toilet needs, pour drinks and apply their own sun cream.

Children's health and well-being is well supported across the nursery. Staff follow stringent hygiene routines, wear protective clothing during nappy changing times and follow robust cleaning rotas to minimise cross-infection. Staff are good role models, they sit with children during mealtimes, demonstrate good social skills and discuss the significance of healthy foods. Consequently, children's personal, social and emotional development is well fostered and they acquire the early foundations of effective communication. Children access the outdoor area well as they manoeuvre around climbing apparatus, use mark-making resources, such as chalks and build creative models with recycled materials. Effective risk assessment procedures are successfully embedded and staff implement these on a daily basis. Furthermore to this, staff have included older children in the risk assessment process which enables them to gain a clear understanding of safe practices.

Consequently, older children carry out their own checks using pictures to help them decide what is safe and unsafe in their learning environments. As a result, children develop a good understanding of safety measures, such as the correct way to walk down stairs and how to operate climbing equipment.

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

The leadership and management have a good understanding of their roles and responsibilities to successfully meet the requirements of the Early Years Foundation Stage. As a result, children receive good quality of care and learning, their safety is also assured. Staff demonstrate a good knowledge of safeguarding practices and they know the correct procedures to follow in the event of a concern about a child or a staff member's conduct. They are aware of the possible signs and indicators of abuse and know who to contact for further advice. Following the last inspection, a welfare requirement notice and a notice to improve was issued to the provider. A subsequent monitoring visit was conducted by Ofsted to ensure the nursery had taken appropriate steps to introduce robust vetting procedures, improve care practices and the quality of teaching and learning. At the visit, the inspector found prompt and effective action had been taken to improve children's welfare and learning. The improvements made since the last inspection have been sustained, as a result, clear systems are in place to ensure staff are suitably vetted and they all hold an enhanced Disclosure and Barring Service checks. Effective systems for planning have been implemented that incorporate children's individual needs and learning preferences. Staff have attended comprehensive training around the acquisition of communication and language development and children are suitably challenged with open-ended questioning. Further to this, children are encouraged to be independent learners and staff facilitate to promote critical thinking skills through age-appropriate and challenging activities. Children's care practices are given the utmost respect and dignity. Staff have a two-way conversation with all children and enable them to be active participants in the changing process. However, the monitoring visit highlighted inconsistencies in the complaints procedure and as a result, complainants were not provided with sufficient information on the outcome of an investigation within 28 days of having received the written complaint. The management team have worked closely with the local authority early years team to ensure this action has been met. They have revised the complaints policy and have implemented new systems to ensure any complaint received is responded to within the allocated time period and is closely monitored by a designated investigating officer.

Staff receive a variety of training programmes that are suitably matched to their professional development needs. Management closely monitor staff performance through peer observation and professional teaching observation. The management team demonstrate a good knowledge of the impact teaching practices have on children and quickly put interventions in place to ensure underperformance is effectively dealt with. For example, a successfully buddy system is in place, that enables highly experienced and knowledgeable staff to facilitate, nurture and tackle areas of improvement with staff members that need extra support. Consequently, the impact staffs' training and qualifications have on children's learning and development is effective and gaps are

narrowing in areas of learning for specific cohorts of children. Self-evaluation is well established within the nursery. The management team use an accredited local authority development plan that highlights the nursery's strengths and weaknesses. The management team have worked tirelessly to prioritise improvements for future practice and regularly review the impact interventions have on improving outcomes for all. The management team have sourced external professional assistance to identify further areas of development and comprehensive audits are taken to ensure all elements of the Early Years Foundation Stage requirements are being successfully met. All staff members are included in the self-evaluation process, along with children and parents. Detailed questionnaires are distributed to all involved and management closely select pertinent contributions to add and make changes in improving practice and services offered.

Parental partnerships are a strength of the nursery. Parents speak highly of the nursery and state 'staff are excellent, they go above and beyond for my child'. Parents are kept well-informed about their children's learning and development. Parent evenings take place on a regular basis, summative assessments are shared and parents contribute to children's learning and development through recording and sharing their children's key achievements from home. Partnerships with external agencies, the local community and educational settings are well-rooted in practice. The management team have established good links with the local authority early years team.

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

Unique reference number	EY365334
Local authority	Rochdale
Inspection number	973299
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	74
Name of provider	Natures Nursery (Royton) Ltd.
Date of previous inspection	17/02/2014
Telephone number	0161 653 1996

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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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