

# Echoes Day Nursery

Echo Street, off Granby Row, UMIST Campus, Manchester, Lancashire, M60 1QD

<b>Inspection date</b>	24/07/2014
Previous inspection date	31/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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 are effectively safeguarded due to the manager's clear understanding of procedures to follow in the event of a concern.
- Practitioners skilfully question the children to extend opportunities for learning; consequently, children make good progress in their learning and development.
- Practitioners are monitored effectively by managers and leaders, ensuring their practice is of good quality; as a result, children continue to make achievements in their learning.
- Positive partnerships with parents and carers have been formed. As a result, children receive good, consistent care that welcomes parental involvement in their children's learning and development.

### It is not yet outstanding because

- Children have fewer opportunities to be independent at mealtimes.
- There are fewer resources available to support babies' developing physical skills.

## 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 four playrooms and the outdoor area.
- The inspector conducted a joint observation with the deputy 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 and the provider's improvement plan.
- The inspector took account the views of parents and carers spoken to on the day.

## Inspector

Alexandra Baxter

## Full report

### Information about the setting

Echoes Day Nursery was registered in 1991 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Network Nurseries Ltd and operates from within the campus of Manchester University. It caters primarily for the children of staff and students at the university. Children are cared for in five base rooms and have access to a secure outdoor play area. The setting opens five days a week, from 8.30am to 5.30pm for 51 weeks of the year. Children are able to attend for a variety of sessions. There are currently 64 on roll, all of whom are in the early years age group range. The setting receives funding for the provision of free early education for two-, three- and four-year-olds. There are currently 19 staff members working directly with the children, 17 of whom have an appropriate early years qualification. One member of staff holds Early Years Professional status.

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

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

- review procedures at mealtimes so that children are able to be as independent as possible, for example, by providing opportunities for children to serve their own meals and pour their own drinks
  
- extend the range of resources for babies to support their emerging physical skills.

### Inspection judgements

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

Practitioners have a good understanding of how children learn and ensure that they provide activities and resources that cover all areas of learning and development. Parents are asked to complete an 'All about me' document and a child information sheet on starting at the setting. Therefore, practitioners obtain an understanding about the children's starting points early, in order to support them fully. Practitioners plan activities around information of the children's interests and development needs; this ensures children are offered interesting and challenging activities. Practitioners make regular observations of the children's achievements and make assessments of their development in order to develop their emerging skills. Practitioners complete summaries of progress for children aged between two and three years. These are shared with parents, to support children's future learning and development. Practitioners understand that children learn through their play and offer them a broad range of activities, so they acquire the skills needed for their next stage in learning. They skilfully question the children, enabling them to think critically. For example, the children enjoy watching the red, glittery ice melt. and as it melts the children find letters frozen inside. Practitioners ask the children about what

was in the sky that was making the ice melt, enabling them to think about the sun and its heat. The children also learn about what happens to ice when it gets warm. They are then asked to see if they can remember what letter they have found in the ice. These activities support children to learn about mathematics and literacy, as well as understanding the world through the well-planned, purposeful activity. Children are encouraged to be independent, for example, a child in the pre-school arrives and goes over to the registration board where she writes her own name on the board without support. However, there are some missed opportunities for children to be independent at mealtimes, as they do not serve themselves or pour their own drinks. Practitioners also support younger children's developing skills, for example, a child is supported in learning how to blow into a trumpet. The practitioner praises the child for their efforts and encourages them to keep trying. Babies are able to crawl around and explore and investigate items. They do this independently, demonstrating that they feel safe and secure. A number of the babies are developing their walking and standing skills, however, there are fewer resources available to support them with these emerging skills.

Outdoor play is used well to promote all areas of children's learning. Children enjoy choosing where to play and they are offered equipment that supports them in developing their physical skills. The children learn about trains as they see and hear one pass above. Children are offered a large space to be able to ride their bicycles without being interrupted, and other children play in the sand and water. Plants and herbs grow in the outdoor area, therefore, children learn about how they look and smell. There are strawberries growing and this gives children an understanding of where the strawberries they eat come from.

Parents are well informed about their children's learning and development through the key-person system and regular meetings to discuss children's progress. Parents are encouraged to use the lending library to further develop their children's language and literacy skills. Key people complete a 'home to nursery' book, which informs the parents about their children's day.

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

Children are happy and settled in their surroundings. There is a very effective key-person system in place to support each individual child. Parents are made aware of who their child's key person is and there are handovers of information between them. This supports the children by having a consistent approach towards their care. Children are supported when they move into the different rooms of the nursery. They are offered gradual visits to help them become settled. Parents are included in making decisions about their children's key person, ensuring that person is best to support them in their care. Close bonds and attachments have been formed between practitioners and the children. During the inspection, a child who was only attending the setting for that day and had not been before, remained settled and calm. Children are encouraged to share and take turns when they are playing with the resources available. Practitioners constantly praise the children for their efforts, supporting their good self-esteem and giving them motivation to continue to attempt challenges. Children behave very well and listen to instructions that practitioners give to them. As a result, children understand what is expected.

Children are offered plenty of fresh air through the open doors in the rooms and the large window in the rainbow and pre-school room. Practitioners react to the hot weather by ensuring that children are kept cool, for example, a small baby is just in their vest. Children also have access to drinks throughout the day to help them stay hydrated. Practitioners ensure that children are kept safe by applying their sun cream and making sure that they all have a hat on. Children are supported in managing their own hygiene, as they access the bathroom themselves and wash their hands. During mealtimes, practitioners wear gloves and aprons to ensure that children are kept safe from cross-contamination. Meals and snacks offered to the children are homemade and the setting ensures they are healthy and nutritious. Children enjoy sitting together at mealtimes. They are able to identify their names on the tables. However, there is scope to increase the number of opportunities for children to be independent. Children manage their own risks by accessing the small climbing frame themselves.

Practitioners complete a transition report that summarises the children's progress in the areas of learning. This is viewed by parents and then used to inform the children's new carer. Teachers from local schools are invited into the setting to share information about the children's progress.

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

The manager holds a comprehensive understanding of how to safeguard children in the event of a concern. As a result, children are well protected. Practitioners are aware of who the setting's lead safeguarding officer is; therefore, they know who to go to, to share any issues or concerns. Consequently, children are kept safe. The setting is kept secure through a locked front door and a number-coded security system on the main door to the children's rooms. The children also have access to an enclosed outdoor space. Therefore, children remain safe at all times. Regular risk assessments are carried out, ensuring that all areas and activities used by the children are kept free from hazards. There are thorough procedures in place to ensure people working with the children are suitable to do so. Efficient procedures for the recruitment and selection of practitioners are rigorous and robust. Disclosure and Barring Service checks are also in place to demonstrate practitioners are suitable to work with the children. All the required policies and procedures are in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage.

The setting uses a range of effective systems to self-evaluate the practice and provision offered to the children. As a result, children make good progress in their learning. The setting uses the support from the local authority advisory team to see where improvements can be made. The setting visits other provisions in their organisation for ideas to support future improvements. Parents are asked to give their opinions and views through a questionnaire, supporting partnerships between them and the setting. There are also effective procedures used to monitor the effectiveness of the educational programmes and how children are progressing. The strong management team support practitioners to develop their knowledge and practice by accessing regular training,

supporting them to develop professionally. Practitioners are also given opportunities to further their qualifications, and two practitioners are currently studying for a foundation degree. Practitioners are given regular appraisals and supervisions to support them in improving their practice. The manager and leaders are committed to driving continuous improvements. As a result, children benefit from the quality practice practitioners offer them.

Strong partnerships with parents contribute to coordinated approach to children's learning and care. Parents are able to view information about the Early Years Foundation Stage on the display boards. They are also informed about what meals their children will have each day.

### **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>	500076
<b>Local authority</b>	Manchester
<b>Inspection number</b>	855466
<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>	50
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Network Nurseries Limited
<b>Date of previous inspection</b>	31/10/2011
<b>Telephone number</b>	0161 200 4979

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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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