

Foundation Years Nurseries

Debdale Park

Debdale Park Beehive 1075, Hyde Road, Manchester, M18 7LJ

Inspection date

15/08/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an exceptional knowledge of how children learn and provide a rich, varied and imaginative educational programme, with precise assessment and planning for individual children. As a result, children make rapid progress in their learning and development in relation to their starting points.
- The key-person system is well embedded and children have excellent relationships with staff and each other. They demonstrate high levels of confidence as they are extremely motivated and curious to sample the exciting, stimulating activities on offer.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The rigorous implementation of robust policies and procedures successfully promotes children's safety and well-being.
- Outstanding partnerships between the setting, parents, external agencies and other providers ensure children's needs are quickly identified and exceptionally well met. The highly successful strategies in shared learning help ensure children are extremely well-prepared for the next steps in their learning and eventually, school.
- Self-evaluation of all aspects of practice to identify areas for improvement is highly successful in ensuring outstanding learning outcomes for all children. The exceptional practice is worthy of dissemination to other settings.

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's activities in the playroom and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability and qualifications of staff and recruitment procedures.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and from written feedback questionnaires.

Inspector

Julie Kelly

Full report

Information about the setting

Foundation Years Nurseries Debdale Park was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within Debdale Park in the Gorton area of Manchester, close to shops, parks and public transport links. It is one of two nurseries owned and managed by Foundation Years Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from one playroom and there is a fully enclosed area available for outdoor play. It operates from Monday to Friday, all year round. Sessions are from 8am until 5pm. Children attend for a variety of sessions. The nursery also provides holiday care for children aged five and over. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities. There are currently 21 children on roll, 17 of whom are within the early years age groups and four are school age children who attend during school holidays. The nursery employs six members of childcare staff, including the manager. The manager holds an early years qualification at level 6 and the deputy manager holds an early years qualification at level 5. Two members of staff hold an early years qualification at level 3, one holds an early years qualification at level 2 and one is unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- continue to enhance the superb, outdoor environment to enrich children's already excellent creative and imaginative skills, for example, by providing an extensive range of materials, such as, large cardboard boxes, blankets, pegs and string for them to create dens and shelters.

Inspection judgements

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

Children thrive and are highly motivated to learn as they participate in challenging activities designed to capture their imagination and interests in this exceptionally high quality nursery. As a result, they consistently demonstrate the characteristics of effective learning. The indoor environment provides a wealth of opportunities for children to independently access a vast range of high quality resources and materials. For example, children explore a tray filled with rice and use diggers to transport it around and grow cress in see-through containers, so that they can see the roots of the plants under the soil. Staff provide children with free-flow access to outdoor play, as they fully understand how important outdoor learning is for very young children. This has a huge impact on the progress of children who prefer to learn through participating in large physical activities.

For example, children have a wonderful time when they investigate what happens when they mix soil and water together in the 'mud kitchen'. They squeal with excitement and joy as they find worms, spiders and beetles as they turn over clumps of grass. The provision of waterproof clothing, wellingtons, sun cream and sun hats means that children can enjoy outdoor play in all weathers. As a result, they gain an excellent knowledge of the world around them from high quality first-hand experiences. The exciting and extremely stimulating outdoor environment is an area for ongoing development in order to continue to provide challenging experiences to further enhance children's already excellent creativity and imaginative skills.

Staff place an extremely strong emphasis on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result, children gain the skills, abilities and attitudes that provide them with a firm foundation for their future learning. Staff teach children to play cooperatively, take turns, share resources and collaborate in their play. For example, they work together to wash the bicycles, extend and elaborate ideas and confidently invite other children to join them. Children demonstrate high levels of independence as they confidently move around the indoor and outdoor environment and select their own choice of toys and equipment. Communication and language development is supported exceptionally well by the knowledgeable and experienced staff team. They skilfully use a range of highly effective techniques, which have a significant impact on the progress children make in this area of development. For example, staff use open-ended questioning techniques to develop children's creative thinking skills and encourage them to express their thoughts and ideas. They provide a running commentary during play and help children to expand on what they say by introducing new words and more complex sentences. Children develop excellent listening and attention skills because staff make stories and songs come to life with pictures, props and puppets. Children are becoming confident communicators as they describe where they have been on holiday and talk about their home and family. Staff make excellent use of a systematic phonic programme to help children gain pre-reading skills to successfully support them as they move on to school. Children are provided with endless opportunities to develop their physical skills. For example, they develop their large muscle control and coordination as they ride bicycles, walk on stilts, balance along beams and run up and down hills. Children with special educational needs and/or disabilities are exceptionally well supported because staff work extremely closely with external agencies and outside professionals to ensure they receive the appropriate intervention and support they need. Staff support children who speak English as an additional language superbly, with pictures, symbols and sign language. They learn and use key words in children's home language to help them settle and to further promote their understanding of English.

Staff carry out very detailed observations on children during activities, which they use to record and assess their progress. Children's progress is measured against what they can do when they start at the nursery. This information is gathered from detailed discussions with parents and recorded in an 'All about Me' booklet. Children are observed and assessed by staff once they are settled in the nursery and their sharply focused next steps in learning are planned because of this. Staff track each child's progress and development highly effectively. They use their comprehensive knowledge of the child and their family to secure timely interventions and support. All those involved in the child's learning

contribute to precise assessments, so that a complete picture of their progress is obtained. Staff provide parents with suggestions of simple activities they can do with their children to help support their learning at home. This results in excellent continuity of care and learning. Children make rapid progress in their learning and development because staff have an extremely clear understanding of how they learn and an expert knowledge of the Early Years Foundation Stage. Teaching techniques are consistently very effective across the nursery. Planning links to children's individual interests and learning styles and is flexible to take account of their spontaneous ideas. Furthermore, staff plan activities and experiences, which take account of the sessions that children attend, so that they all receive equally rich and varied learning experiences.

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

The key person-system is highly effective and well embedded, which helps children form secure, emotional attachments, and provides a strong base for their personal, social and emotional development. Parents are informed of their child's key person through information displayed on the wall. Children select resources independently and learn to plan and initiate their own learning as they explore the high quality resources and activities on offer. They are happy, content and well settled in the nursery because staff have an excellent understanding of their likes, dislikes and care routines from information provided by parents on entry. Children and parents are warmly greeted at the door on arrival which promotes their sense of belonging and makes them feel valued and respected.

Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Children display high levels of confidence with day-to-day routines and understand the procedures in place to ensure they are kept safe. For example, they know they have to wear high visibility jackets when on outings so that they can easily be seen. Children demonstrate their understanding of keeping safe on outings as they explain that they must not go near the nettles because they will sting. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they play outdoors. Children learn about expected levels of behaviour from the very positive role modelling of staff and from each other. Their behaviour is exemplary because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. Staff consistently use positive praise and encouragement so that children feel good about themselves and what they do. Older children are involved in nursery rules and know to be kind to each other. Staff teach children to understand how their behaviour affects others and think of ways they can help children feel better.

Staff promote good health and well-being in a very wide variety of different ways, for example, all children have consistent access to the outdoor environment where they enjoy the benefits of physical exercise and fresh air. Staff are very flexibly and appropriately deployed to respond to the flow of movement of children between indoors and outdoors. In addition, children independently access quiet, cosy areas where they can rest, relax and play quietly. As a result, children's all round physical and emotional well-being is

exceptionally well promoted. Children are provided with a wide variety of nutritious snacks, such as fresh fruit and breadsticks to ensure they access a healthy balanced diet. This helps children learn to make healthy choices about what they eat. Staff help children learn about positive eating habits as they teach them about foods that help their bodies grow and give them energy to run around. Children play a dynamic role in their own learning and their thoughts and suggestions are taken into account by staff for future planning. This, combined with the staff's excellent support, helps build self-esteem and develop skills that will significantly benefit children as they move onto the next steps in their learning.

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

The exceptional organisation of the nursery, such as comprehensive policies, procedures and risk assessments, promotes children's well-being and safety significantly. Staff are fully aware of the signs and symptoms of abuse and neglect and have an excellent knowledge of what to do and who to contact in the event of a child protection concern. They understand their responsibility to report any concerns about the behaviour of a member of staff to the manager and are confident to refer their concerns to the Local Authority Designated Officer. Stringent recruitment systems are in place to ensure all staff are suitable, appropriately vetted and well qualified. There are highly effective systems in place to monitor staff's ongoing suitability and regular observations from the manager ensure staff consistently maintain children's safety and well-being. Highly comprehensive risk assessments for the premises and for all outings ensure children's utmost safety in all circumstances. The premises are extremely secure and staff ensure all visitors and children are signed in and out in case of emergency evacuation.

Systems for monitoring educational programmes, individual planning and assessment are highly effective, so that children receive a rich and varied learning experience based on their individual needs. The highly precise arrangements for assessment mean that staff can implement early interventions to support children's learning, including the involvement of other agencies and professionals. In addition, the rigorous procedures in place for monitoring all children's progress and the subsequent analysis of the data, ensures that any gaps in learning are quickly identified. Consequently, additional support is put in place where necessary and the achievement gap is narrowing. The manager is exceptionally well motivated and fires the enthusiasm of all staff. She observes and appraises staff performance through highly effective discussion and regular meetings. The manager ensures that all staff fully understand their roles and responsibilities and this enables them to implement the policies and procedures very effectively. This shows an uncompromising, highly successful and well-documented drive for improvement. Staff attend regular training courses and are encouraged to further their professional development with the help of the manager. This builds on their skills and enables them to plan activities more effectively. Staff work extremely well together and develop innovative ways to assist children in their learning and development. New staff receive a highly comprehensive induction to enable them to become familiar with the nursery procedures and they are supported extremely well. Self-evaluation includes the views of parents and children and

identifies specific areas for improvement, so that the needs of all parties are recognised and acted upon. Staff continually strive to find effective ways to improve learning opportunities for children, so that they always make excellent progress. The manager leads her team with great efficiency and wonderfully inspiring practice in all aspects of the nursery.

Staff also work with the local authority and use the Quality Assessment Framework as an evaluation tool to continue to audit their practice. Highly effective partnerships with parents and other early years providers ensure that children's needs are quickly identified and exceptionally well met. For example, information, such as 'All about Me' booklets are translated into parents' home language so that those who cannot read English are not disadvantaged in any way. This means that all parents feel valued and respected, which in turn has a positive impact on children's learning. Children who require the involvement of external professionals are supported by staff at the highest level because of their outstanding understanding of the importance of partnership working. Extremely close links with outside agencies and settings to support children's individual needs is exemplary, including when children move on to the next stage in their learning. Parents are highly complimentary about the nursery and the care and education their children receive. They comment that children settle well into the nursery because staff show a genuine interest about them and find out about their needs and interests. Parents state that they can leave their children with confidence, knowing that they are well cared for, safe and secure. They comment that their children talk about their key person and what they have been doing in the nursery at home. Consequently, parents feel reassured that their children are happy in the nursery.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY474512
Local authority	Manchester
Inspection number	956407
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	21
Name of provider	Foundation Years Nurseries Debdale Ltd
Date of previous inspection	not applicable
Telephone number	07925 801353

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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