

# Foundation Years Nurseries @Sharston Sure Start Childrens Centre

Foundation Years Nurseries @Sure Start Childrens Centre, Poundswick Lane, MANCHESTER, M22 9TA

## Inspection date

26/08/2014

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

- All children's individual learning needs are exceptionally well met, as staff observe and assess children, in order to plan sharply focused next steps in their learning. This means that they make rapid progress in relation to their starting points.
- Key persons are exceptionally skilled and sensitive. They help children to successfully form secure emotional attachments and feel very secure within the environment. They have a superb knowledge and understanding of the children they care for, which has a highly positive impact on their physical and emotional well-being.
- 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 ensures they are well protected.
- Partnerships with parents, other professionals and external agencies are exemplary and make a very significant contribution to meeting the needs of all children. Arrangements for supporting children as they move on to the next stage in their learning are exceptionally well organised and result in excellent continuity for children.
- Monitoring procedures, to identify areas for improvement, are highly successful and ensure 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 compulsory part 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 all playrooms 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 @ Sharston Sure Start Children's Centre was registered in 2014 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Wythenshawe 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 three playrooms and there is an enclosed area available for outdoor play. The nursery opens from Monday to Friday, 7.30am until 6pm, all year round. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are currently 69 children on roll, all of whom are within the early years age group. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. The nursery currently employs 16 members of staff who work directly with children. The manager holds an early years qualification at level 6. One member of staff holds an early years qualification at level 4, a further eight hold qualifications at level 3 and six are 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:

- consider providing children with opportunities to work alongside artists and musicians, so that they can see first-hand different ways of expressing themselves and communicating ideas.

## Inspection judgements

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

Babies and children thrive in this high quality nursery. They demonstrate a strong exploratory impulse, which is further enhanced because staff provide a rich and varied range of interesting resources and materials for them to investigate. For example, babies explore using all their senses as they investigate a wealth of resources, such as scarves, ribbon, textured fabrics, musical instruments and scented bags. Toddlers and pre-school children have a wonderful time as they investigate cooked spaghetti, shaving foam and oats mixed with water in the outdoor mud kitchen. Children develop excellent large muscle control and coordination because staff provide an extensive range of resources and activities for them to develop these skills. For example, babies have the freedom and space to move, crawl, stretch and reach. They are thoroughly engrossed as they reach up for scarves that dangle from the ceiling. Toddlers and pre-school children competently pedal bicycles, run around and chase each other, and balance on beams in the outdoor environment.

Staff place a high priority on supporting children to develop their communication and language skills and promoting their personal, social, emotional and physical development. This means that children acquire the skills, abilities and attitudes to prepare them in readiness for school. For example, staff teach children to interact with adults and each other, take turns, share resources and cooperate as they play. There is an extremely strong focus on developing children's communication and language skills. Staff expertly tune in to the sounds, gestures and facial expressions babies use to communicate and repeat sounds back to them to teach them about two-way conversation. They have undertaken Every child a talker training, which has had a significant impact on children's communication and language development. They provide a wealth of opportunities for children to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, children chat to each other as they socialise at mealtimes, listen to stories and talk about their home and family. Children's learning is further enhanced by the use of pictures, photographs, props and objects to help those children whose communication skills are not as secure. As a result, children become confident communicators and make excellent progress in this area of development, in relation to their starting points. The nursery has not yet fully considered providing children with opportunities to work alongside artists and musicians to help them see first-hand different ways of expressing themselves and communicating their ideas. Children who speak English as an additional language are superbly supported by staff, who find out and use key words and phrases in their home language, to help promote their understanding of English. They also have the advantage of being able to interact and communicate with bilingual staff who speak their home language. Consequently, their knowledge and understanding of English progresses very quickly.

Staff have an excellent knowledge of how children learn and of the Early Years Foundation Stage and demonstrate high expectations of themselves and children. The exceptional organisation of the educational programme engages children in rich, varied and imaginative experiences that are tailored to meet their individual needs. Staff undertake purposeful, accurate and precise observations and assessments that highlight children's individual interests and preferred learning styles. This information is used superbly in conjunction with their home experiences and translated into individualised planning that clearly identifies each child's next steps in learning. Children's learning records illustrate the rapid improvement in their learning. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention, if necessary, and shows how the nursery is working to narrow the achievement gap. In addition, it means that no child is disadvantaged and all children have the opportunity to reach their full potential. Staff value input from parents and work closely with them from the point of entry. They obtain detailed information to find out what children can do and use this information together with their own observations to identify children's starting points. Staff provide Wow moment sheets for parents to complete and add to children's learning records, and talk to them on a daily basis about what their children have achieved in the nursery. They offer parents suggestions about how they can help support their children's learning and big books are available for them to borrow and share with their children at home. This provides excellent continuity for children. Parents are kept fully informed of their children's

progress through regular daily conversations, diaries and assessment summaries and children's learning records are available for them to view at any time. Children learn about the move to school through discussions, activities and photographs of the school environment, such as the dining room, playground and hall. A transfer document is prepared and shared with school staff to demonstrate children's progress and their stage of development. This ensures that children experience consistency of care and education to maximum effect. The highly successful strategies in shared learning ensure children are extremely well prepared for the next steps in their learning and eventually, school.

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

The key-person system is extremely well embedded, which means that children form strong emotional attachments, which help them feel safe and secure within the nursery. Children confidently seek out their key person when they need help, comfort or reassurance, or to share their experiences. Displays consist of children's own work and photographs, which foster their sense of belonging and promotes their self-esteem exceedingly well. As a result, all children feel special and valued. Children are happy and content and well settled in the nursery because staff have an excellent understanding of their needs, through information provided by parents on entry. Settling in visits are organised following discussions with parents and vary depending on the individual needs of children. There are excellent systems in place to support children as they move rooms within the nursery. For example, learning records are shared with the new key person and taster visits are organised, which promotes a highly effective and seamless process. The arrangements in place are extremely flexible and planned in consultation with parents, ensuring that they are based firmly on the individual developmental needs of each child. This means that children settle quickly into the new environment and routines and confidently make new friendships.

Children's health and self-care is well promoted through excellent hygiene practices throughout the setting. The accessibility of hand washing facilities, access to towels and soap ensure that children are competent at managing their own personal needs independently. Children demonstrate excellent independence skills as they competently carry their plates, cutlery and cups to the table at lunchtime. These skills support children in preparation for school. Children enjoy an extensive range of nutritious snacks and home-made meals including fresh fruit, vegetables, toast and pasta dishes and learn about the importance of exercise and fresh air. Children's understanding of the importance of a nutritious diet is further enhanced as they enjoy activities, such as, cutting up fruit and looking at the seeds inside and tasting a wide variety of fruits from different countries. They demonstrate their understanding of healthy choices as they say, 'apples give us muscles'.

Staff provide clear and consistent boundaries and use positive praise and encouragement to promote children's behaviour. As a result, children's behaviour is very good. Staff manage minor disagreements and inappropriate behaviour in a calm, sensitive way that is appropriate to each child's age and stage of development. Children sit appropriately during mealtimes, are polite and ask for things nicely, responding with 'please' and 'thank you'.

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. They teach children about stranger danger, practise regular fire drills and talk about road safety. Children demonstrate their understanding as they explain that they 'have to be careful with knives because they are sharp'.

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

All staff have an excellent understanding of child protection through regular training and monitoring to ensure they implement the robust policies and procedures extremely effectively. Strong links with other professionals and support services mean that children are exceptionally well protected and any concerns are recorded and rigorously monitored, so that children are fully safeguarded. The premises are particularly secure, as all visitors enter through the main reception area for the building, which is always manned. This means that children are protected from unwanted visitors and cannot leave the premises unsupervised. Highly effective risk assessments for the premises and for all outings ensure that children are safe. Robust recruitment and induction procedures ensure that all staff are suitable and safe to work with children. The ongoing suitability of staff is closely monitored through regular supervisions and appraisals. In addition, staff sign a yearly declaration to confirm that there have been no change in circumstances that would affect their suitability to care for children.

Leadership is inspirational. Rigorous monitoring of observation, assessment and planning by the manager ensures children continue to make excellent progress in all areas of learning. Interventions are sought at the early stages for groups of children at risk of falling behind their peers, or achieving below their expected level of development. Staff subsequently adapt their planning to incorporate further activities to support those children and the areas of learning identified. As a result, children's individual needs are consistently met through early involvement of relevant external professionals and agencies. The process for self-evaluation within the setting is extensive and effective, incorporating the views of all staff, children and parents. The staff team share a vision to provide an excellent service for children and their families, thus making a positive difference to their lives. Staff are highly motivated in their continuous professional development and are continually seeking ways to improve. Effective systems are implemented to enable staff to continually evaluate their practice. This is achieved through high quality professional supervision, appraisals, continual reviews and extensive monitoring of practice. Consequently, staff can effectively identify areas of learning, which require further enhancement and act upon their findings. Peer observations are consistently undertaken to help staff to share their knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning.

Highly effective partnerships with parents and other providers ensure that children's needs are quickly identified and exceptionally well met. 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. Information, such as

All about me booklets and assessments are translated into parents' home language, so that those who speak English as an additional language 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. Parents are keen to voice their opinions of the nursery and are highly complimentary about the care and education their children receive. They comment that they are very appreciative of the ideas and suggestions for activities they can do, to help support their children's learning at home. Parents comment that children make very good progress in their learning and development, particularly with regard to their speech and language skills. They state that children are happy, safe and secure in the nursery and staff are welcoming, friendly and approachable.

### **The Childcare Register**

The requirements for the compulsory 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

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY474702                                |
| <b>Local authority</b>             | Manchester                              |
| <b>Inspection number</b>           | 956409                                  |
| <b>Type of provision</b>           | Full-time provision                     |
| <b>Registration category</b>       | Childcare - Non-Domestic                |
| <b>Age range of children</b>       | 0 - 8                                   |
| <b>Total number of places</b>      | 56                                      |
| <b>Number of children on roll</b>  | 69                                      |
| <b>Name of provider</b>            | Foundation Years Nurseries Sharston Ltd |
| <b>Date of previous inspection</b> | not applicable                          |
| <b>Telephone number</b>            | 01612224420                             |

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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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