

# Budding Wood Private Day Nursery

78 Deans Road, Swinton, MANCHESTER, M27 0JF

<b>Inspection date</b>	28/08/2014
Previous inspection date	24/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 have a strong focus on safeguarding and work together well to ensure children are kept safe. There are thorough procedures in place to ensure children are well protected and staff are familiar with these.
- Children benefit from a well-established key-person system. This helps them form secure bonds and attachments. As a result, children develop a sense of security and have trusting relationships with staff.
- Children with special educational needs and/or disabilities are supported well. Their needs are fully met as a result of highly effective partnerships between the nursery, parents, professionals and external agencies.
- Staff work effectively in partnership with parents. This provides consistency of care and learning, and enables children to progress well.
- Managers are committed and passionate. They set high standards, monitor effectiveness and encourage staff professional development, which demonstrates a drive for improvement.

### It is not yet outstanding because

- Staff do not always make use of every opportunity to support children to think critically, through thought provoking questioning, to raise children's achievements further.

## **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 the four play rooms.
- 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 staff 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

Budding Wood Private Day Nursery opened in 2011. It operates from a detached building in Swinton, Salford. The nursery opens five days a week, from 7.30am until 6pm, all year round. Children attend for a variety of sessions. The nursery operates from the ground and first floors of the building and children have access to an enclosed outdoor play area. There are currently 34 children on roll in the early year's age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 12 staff members working directly with the children, 10 of whom have an appropriate early years qualification. The nursery receives support from the local authority and is a member of the National Day Nurseries Association. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- maximise every opportunity for children to extend their learning even further by enhancing the use of a wide range of teaching strategies, for example, by encouraging staff to ask children even more thought provoking questions that enable them to think critically to achieve at the highest level.

## Inspection judgements

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

Children make good progress in their learning through a well-resourced and stimulating environment. Staff have a good understanding of the Early Years foundation Stage, consequently children are well supported in their learning and development. A wide range of educational programmes are offered to the children across the seven areas of learning. Staff question children in their play to support further learning. However, they do not always maximise every opportunity to extend the children's learning, through the use of thought provoking questions, to further support children to think critically. Staff observe the children and use this information to plan purposeful activities based around their interests and development needs. As a result, children acquire skills they need to be ready for school. Staff complete a summary of children's progress between the ages of two and three, this is shared with parents to identify if any interventions need to be put in place, to close any gaps in the children's achievements. Assessments of children's progress are completed at regular intervals to ensure that children are fully supported.

Teaching is good, children make good progress in their learning from their starting points. Staff obtain information about the children's development when they start at the nursery.

This ensures that children are fully supported in continuing to get to their next steps in their learning from the start of the placement. Staff ensure that children of different ages are offered activities that are age appropriate, therefore they are able to join in and have good experiences. Staff use language that is appropriate for the children, supporting their communication skills. Children enjoy their activities and they happily play, both cooperatively and independently. For example, a group of children enjoy making a house using the wooden blocks. They discuss with each other what they will need for the house and negotiate with each other harmoniously. Consequently, children are learning to play alongside others and be considerate of other children's thoughts and ideas. Staff have a high level of awareness of how to support children with special educational needs and/or disabilities, and this is a strength of the nursery. Staff working with children with additional needs attend training and liaise with parents in order to fully support them. As a result, children make very good progress. Staff have formed strong partnerships with external agencies and they use these professionals to support them in understanding how best to help them with the children's particular needs. Children who speak English as an additional language are also well supported as they are offered a buddy to build a close relationship with. Staff also use talking books to support them with their new language skills.

Parents are kept well informed of their children's progress through parent evenings, key person meetings and by regularly accessing their child's learning journeys. Strong partnerships between parents and staff have been formed and there is a good sharing of information to help children in their next steps in their learning. As a result, children make good progress in readiness for school. Parents speak highly of the staff and managers and are pleased with the progress their children are making. Children are prepared well for their moves to school; staff complete a summary of the children's progress to enable a sharing of information to support their future learning and development.

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

Children are happy and settled forming strong bonds and attachments with staff. As a result, they happily explore their surroundings independently and seek reassurance and cuddles when they need to. Staff recognise, all children's individual emotional needs and are fully committed to supporting them. Children are well supported when they start at the nursery through an effective settling-in process. This gradually introduces them to new staff and they are comfortable in their surroundings, which also helps prepare them emotionally for their next stages in their learning. There is a well-established and highly effective key-person system. Each child is allocated their key person who tailors activities to meet their individual needs in order to support their learning and development. Younger children have formed good attachments to their key person and are quick to go to them for reassurance when someone unfamiliar is present. Children behave very well as staff support them in learning about what is acceptable behaviour. Staff constantly praise children for their achievements, fostering their self-esteem and encouraging them to have the confidence to try new things and tackle challenges.

Children enjoy playing outdoors throughout the day, enabling them to have access to fresh air and physical exercise. As a result, they are able to explore the natural world outdoors. Children understand how to keep themselves healthy. For example, children discuss their awareness of how, after having their drink of water, they have more energy. Staff help children to gain an understanding of why it is important to have a healthy diet. Children enjoy healthy and nutritious meals and snacks. They enjoy freshly cooked meals that take account of any specific dietary needs or preferences to maintain their good health. They are also aware of how to keep themselves safe as they understand the need to wear sun hats when it is hot. Children are independent in managing their own self-care, for example, they wash their own hands after toileting and brush their teeth after meals. They access resources themselves as these are stored at their level and picture labels are used to support children to easily identify them. Consequently, children are developing their independence to support them in preparing for school. Staff ensure that children are kept healthy as they follow good hygiene practices when handling food or toileting children. Children visit their new schools through outings organised by staff, gradually introducing them to their new surroundings and carers. A photograph book is also available for the children to look at which enables them to recognise their new teachers and classrooms. Consequently, children are well prepared and supported in their transfer.

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

Managers and staff members are knowledgeable and have a good thorough understanding of safeguarding children procedures to follow in the event of a concern. They attend regular training to update and renew their skills in this area. As a result, children are well protected. There are comprehensive and detailed policies and procedures in place to meet the safeguarding and welfare requirements for the Early Years Foundation Stage. Staff carry out regular risk assessments to ensure that children remain safe when on the premises and when participating in trips and outings. Safety is paramount in the nursery as staff are well trained and aware of the need to keep gates closed. Managers use closed circuit television to monitor staff and children during the day and telephones are used to communicate in the event of an emergency. The nursery has secure and thorough procedures for recruiting new staff, as a result children are well protected. All staff undergo the Disclosure and Barring Service Checks and regularly complete declarations to demonstrate their ongoing suitability to work with the children.

Managers and leaders of the nursery are highly motivated and committed to making improvements. They are passionate about offering children a quality experience and they support staff through appraisals and supervisions to help them develop their practice. Staff also attend regular training to update and renew their skills, all of which, supports them in being skilful and offering good experiences to children. Staff remain motivated and enthusiastic and obviously enjoy spending time playing and working with the children. Managers monitor the quality of the educational programmes and staff practice through regular observations. They also oversee the tracking of children's progress to ensure that staff have done these accurately and they are used effectively. Managers have completed

a detailed evaluation of the provision and it is used effectively to identify strengths and to drive improvement. They welcome the inspection process, in order to build on key strengths and plan future developments.

Parents are offered opportunities to offer their views and opinions through the use of questionnaires, this enables them to be able to contribute to the running of the nursery. A digital photo frame is used in the entrance area to display pictures of the meals the children have enjoyed during the day. Staff photographs are on display and leaflets are available for parents to take home. Consequently, parents are kept aware of who staff members are and they are given information to support them with their children at home. Information is also available for parents on the nursery website keeping them involved in what is happening at the nursery. Partnerships with external agencies and professionals are well established. Staff use the advice and guidance from a variety of professionals, such as speech therapists, portage workers and community paediatricians. This enables them to fully support children with additional needs in order for them to make good progress.

### **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

<b>Unique reference number</b>	EY438137
<b>Local authority</b>	Salford
<b>Inspection number</b>	853897
<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>	28
<b>Number of children on roll</b>	34
<b>Name of provider</b>	Budding Wood Ltd
<b>Date of previous inspection</b>	24/04/2012
<b>Telephone number</b>	0161 728 2133

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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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