

Early Inspirations

Cayton Centre, Cayton Street, MANCHESTER, Lancs, M12 4GJ

Inspection date	25/09/2014
Previous inspection date	20/02/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Managers do not have a adequate understanding of the learning and development requirements of the Early Years foundation Stage. As a result, a number of the requirements have not been met. Consequently, children are not fully supported to make good progress in their learning.
- The quality of teaching is weak as activities lack depth and breadth and do not interest or provide children with sufficient challenge. Therefore, children do not have an enjoyable time and get easily distracted, which, on occasion impacts on their behaviour.
- Information is not gained from parents on children's entry to the nursery, to provide staff with a detailed knowledge of the children's development, in order to help them fully support children's future learning needs.
- Children are not offered planned purposeful educational programmes that are tailored to their individual needs and interests. As a result, children's next steps in their learning are not fully considered in helping them make good progress.

It has the following strengths

- Managers and staff have a secure understanding of the procedures to follow in the event of a safeguarding concern; as a result, children are well protected.
- Children have formed close bonds and attachments with staff members and readily approach them for support or reassurance.

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 activities in the three 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 the children, 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

Early Inspirations was registered in 2011 and operates from three main rooms within a single storey building in the Longsight area of Manchester. Children have access to enclosed outdoor play areas. There are currently 75 children on roll in the early years age range. The nursery receives funding of the provision of free education for two-, three- and four-year-old children. It opens five days a week, from 8am until 6pm, all year round except bank holidays and designated staff training days. It is registered on the Early Years Register and the compulsory part of the Childcare Register. Children attend for a variety of sessions. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 13 members of staff, of whom, eight have an appropriate early years qualification; four at level 3, and three at level 2. The manager holds Qualified Teacher Status and has Early Years Professional status. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching and provide educational programmes that offer children enjoyable and challenging experiences so children's enthusiasm for learning is fully promoted to enable them to make good progress
- obtain information from parents about children's learning and development on entry to nursery, in order to fully support children with their future learning needs
- ensure that staff use information about children's interests and development needs from observations to plan purposeful activities to enable children to make the best possible progress.

Inspection judgements

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

Staff do not have a sufficient understanding of the Early Years Foundation Stage. Therefore, the quality of teaching is weak. Staff miss opportunities to extend children's learning by not getting involved with them in their play. For example, they do not show the children how to use their magnifying glasses to explore and look at the dinosaurs. As a result, they use them on their faces to look at each other. Activities are offered to children across the seven areas of learning. However, staff do not offer children challenging, enjoyable, quality educational programmes. As a result, children are not making good progress in their learning. For example, children are unable to enjoy playing in the water

tray with the ducks as there is not enough water available. This means that children become quickly disinterested and move away to find another activity. They are offered work sheets to fill in and colour that are not age appropriate. Consequently, they find other ways to interest themselves by cutting them up with scissors that they find. They do not use information from observations to plan individualised activities for children that support their next steps in their learning. Consequently, children are not supported in developing their emerging skills in order to make good progress in readiness for their move to school. The environments are bright and inviting and there are references to numbers and letters displayed for the children to see. Staff use adequate language to help the children develop their communication skills. Children who speak English as an additional language are supported by bilingual staff who speak to the children in their home language. This means that children are able to understand what is happening next. They repeat words in English as well as the home language offering children further opportunities to develop their spoken English.

Children are not fully supported when they start at nursery, as staff do not obtain information on children's development to use as their starting points. As a result, children do not make good progress in their learning. Staff complete assessments of the children's progress and these are used to inform them of any gaps in their achievements. They also complete a summary of the children's progress between the ages of two and three years. This is shared with parents to identify if any interventions need to be put in place. However, this information is not used to support children to make good progress through planned purposeful activities to enable them to develop their emerging skills.

Parents are offered opportunities to view their children's learning journals on request. This means they are able to obtain an understanding of how to support their children's development at home. As a result, there is some sharing of information to support the children's future learning and development.

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

Staff have formed generally good relationships with children. Younger children as well as older children happily seek reassurance and cuddles when they need to. The bonds and attachments that have been formed are evident. However, a number of children are new to the nursery and are unsettled throughout the day. Staff have a satisfactory knowledge of the new children's care routines and this helps them in settling the children. The nursery has a well established and secure key-person system. This means that children are offered a key person who takes responsibility for their care and development needs. Children are offered outdoor play throughout the day enabling them to access fresh air. They enjoy developing their physical skills and managing their own risks by pulling themselves up the hill with the rope.

Children are offered the choice of having nursery meals or bringing in their own packed lunch. They are offered healthy, nutritious snacks and meals. Drinks are readily available for the children to keep them well hydrated. Staff talk to the children about what foods

are good for them while they eat their meals. This helps them to learn about healthy choices. Children wash their hands before their meals and can do this independently. They are encouraged to manage their own hygiene to support their independent skills in readiness for school. Resources are available to the children to access themselves, meaning that they are able to choose their own equipment. Children help the staff tidy up after their play, therefore, teaching them about the importance of putting things away and looking after things. Staff regularly remind children to say 'excuse me' when they are going past someone, teaching the children to consider other people's feelings. Children receive praise from staff for their achievements; this encourages them to continue to have a go at things. Children behave generally well, however, children become easily bored as the activities on offer are not interesting or sufficiently challenging and this sometimes impacts on their behaviour.

Parents comment that their children enjoy their time at the nursery and that they have formed close relationships with staff. Children are prepared for their move on to another room through care information passed on from one key person to another. They are taken to the local schools to meet their new teachers and see their new classrooms in supporting them in their transfer to school.

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

Managers and staff members have an adequate understanding of safeguarding children and the procedures to follow in the event of a concern. As a result, children are well protected. Policies and procedures are in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff carry out regular risk assessments of the areas in which the children access to ensure they remain safe. The nursery has adequate recruitment procedures in place to ensure that new staff are suitable. All staff hold a Disclosure and Barring Service check to ensure they are suitable to work with children. Locked doors and enclosed outdoor areas ensure that children remain safe while attending the nursery. However, managers do not have a sufficient understanding of the learning and development requirements of the Early Years Foundation Stage, consequently, a number of these have not been met. As a result, children are not making good progress in their learning.

Managers have a vision to make necessary improvements to the nursery. They offer staff the opportunity to attend regular training and further qualifications to develop their knowledge. Staff are given regular supervisions and appraisals to help them develop practice. Managers monitor the quality of the educational programmes through observations, however, this has not been effective in identifying the lack of challenge these are offering to children. A self-evaluation form has been completed with support from staff, however, this has also not been successful in identifying the weaknesses found during the inspection. The nursery also receives support from their local authority adviser.

Children with special educational needs and/or disabilities attend the nursery. They are adequately supported as partnerships have been formed with external agencies, such as

speech and language therapists. Staff use these professionals to support them in how best to meet children's particular needs. The nursery has a dedicated special educational needs coordinator appointed to support children with additional needs. Parents are offered opportunities to offer their views and opinions of the nursery. These are obtained through the use of a questionnaire. Staff photographs are displayed in the nursery reception area so parents are able to know which staff are looking after their children. The nursery also has a detailed website for parents to access to give them relevant information about the nursery. Parents are also offered information about the Early Years Foundation Stage when they join the nursery. This informs them about the framework used in nursery to support their children's welfare and learning.

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

Unique reference number	EY433782
Local authority	Manchester
Inspection number	853446
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	43
Number of children on roll	75
Name of provider	Natasha Marie Richards
Date of previous inspection	20/02/2012
Telephone number	0161 225 2529

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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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