

# Boarshaw Private Day Nursery

Boashaw Sure Start Centre, Stanycliffe Lane, Middleton, Manchester, M24 2PB

<b>Inspection date</b>	06/11/2014
Previous inspection date	07/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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's individual learning is effectively supported by skilled practitioners who observe and assess children's capabilities and plan effectively for their future learning. As a result, children make good progress and are well prepared for school.
- The key-person system is well established, which helps children to form strong emotional attachments and feel secure. Consequently, they are confident to explore the learning environment and make independent choices about their play.
- Practitioners give very high priority to listening to parents and involving them in the provision for children's learning, development and care.
- Practitioners have a secure knowledge and understanding of safeguarding practices. As a result of this, children are very well protected and their safety is assured.
- Effective systems inform the nursery's priorities for improvement and are used to establish challenging targets. As a result, good outcomes are consistently achieved for children and their families.

### It is not yet outstanding because

- Younger children's ability to maintain concentration in small group activities is not always fully supported, due to the occasional distraction caused by other groups of children.
- The revised process for peer observations has not been fully evaluated to ensure that the high-quality practice already achieved is sustained and ongoing.

## 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.

## Inspection activities

- The inspector observed children's activities and staff interaction in the three playrooms and the outdoor play area.  
Discussions were held with children, individual practitioners, the manager, the
- director of the nursery and some parents. A joint observation was carried out with the manager.
- The inspector looked at children's assessment records and the planning documentation, and discussed these with practitioners.  
The inspector checked evidence of the suitability and qualifications of practitioners
- working with children, training records, the nursery's self-evaluation and improvement plans.

## Inspector

Marina Anna Howarth

## Full report

### Information about the setting

Boarshaw Private Day Nursery was registered in 2006 on the Early Years Register. It is owned and managed by Cosy Toes Nursery Ltd. It is situated in Boarshaw Children's Centre, which is attached to Boarshaw Community School in the Middleton area of Rochdale. Children are cared for across three rooms and the nursery also has use of a parents' room and the school hall. There is an enclosed area available for outdoor play. The nursery opens five days a week from 7am until 6pm for 51 weeks of the year. There are currently 56 children on roll who are all within the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 15 childcare practitioners. Of these, seven hold an early years qualification at level 3 and three hold level 2. The manager holds an early years qualification at level 5 and one practitioner holds a degree. The nursery receives support from the local authority and from the provider, who 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 the organisation of focused, key-group learning so that children can listen and concentrate consistently, without distraction from their peers, particularly during activities to develop communication and language skills
- consolidate systems to evaluate and monitor the effectiveness of the revised peer observation process to extend the good practice already achieved, so that it is sustained and constantly improved upon.

## Inspection judgements

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

Detailed information gathered from parents during the settling-in period provides an informative baseline for practitioners to define initial targets linked to the Early Years Foundation Stage. They use information of what children can already do, along with their interests, to plan activities that are fun and stimulating. Practitioners have a good knowledge of the learning and development requirements and observe children well during their play. They assess children's development regularly and plan tailored next steps for individual learning. This means that all children make good progress from their initial starting points. Children's development is tracked frequently, to enable practitioners to offer any additional support to individual learning in a timely manner. Practitioners have completed the progress check for children between the ages of two and three years and

write regular developmental reports, which they share with parents. These detail children's progress across all seven areas of learning. Consequently, parents are well informed about their children's development. Children's individual learning and development records contain photographs, written observations and accurate assessments. Parents record observations from the home environment and practitioners build on these effectively by providing complementary learning opportunities for children. All parents are provided with resources and ideas conducive to their child's age and stage of development to help support their child's communication skills and literacy at home. This enhances children's listening skills and their vocabulary and engages parents in their children's learning.

Practitioners successfully engage and focus children in good-quality conversation to promote their language skills. They are sensitive to individual needs and use familiar phrases in children's home languages. Young infants are captivated and enthralled as they observe practitioners signing to their favourite songs and eagerly try to copy the actions, and develop an understanding of what the actions represent. The use of early phonics and the sing and sign programme enables children to become confident in practising their communication skills as they play. Toddlers engage in small group activities where they excitedly explore letters and sounds using objects and pictures. They are encouraged to practise hearing and saying sounds relating to the objects they see. They excitedly exclaim the 'grass is green' and emphasise the letter sound 'g'. However, the location used for these focused activities is not conducive to children maintaining their high levels of concentration. This is because on occasions each group is distracted by the noise of the other group located in the same room. Children benefit from a print-rich environment and are learning that print carries meaning. Throughout the whole nursery, children of all ages enjoy looking at books. Young infants explore hardback books with textures and enjoy lifting flaps to reveal different images. Practitioners combine storytelling with puppets and aids, which capture children's interests and sustain their attention. Children are provided with extensive opportunities to make marks using a variety of media. This helps children to develop their hand-and-eye coordination skills, necessary for early writing. Older children confidently recognise letters in their name. They pronounce each letter sound and are able to create letters, identifying them accurately. Many older children are able to write their own name without support.

Teaching techniques are consistently strong across the nursery and, on occasions, are outstanding. As a result, children are effectively supported to acquire the skills and capacity to learn and develop effectively. Practitioners demonstrate an excellent understanding of how to engage and capture children's interests. For example, babies demonstrate high levels of curiosity when participating in a range of messy play. Practitioners encourage them to explore resources using their senses and give them time to discover how things work. For example, babies watch with interest as they spin rollers round in paint and discover the marks they leave on paper. Older children are encouraged to plan and think critically about what they want to do, showing the characteristics of effective learning. They eagerly engage in role play as they plan a trip to the moon. They problem solve as they identify how to use sticking tape and foil to make space boots. They excitedly decide what food they are going to give to the aliens and create alien soup using a variety of ingredients. Practitioners enhance their imagination by providing additional resources, such as large bubble wrap to create a textured surface for the moon and large

cardboard boxes which are transformed into rockets. Children excitedly jump up and down on the bubble wrap and comment about the popping sounds their jumping creates.

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

All children show an extremely strong sense of security and belonging. They arrive with great enthusiasm and are happy to leave their parents and carers as they are warmly welcomed by friendly, attentive practitioners. The key-person system is well established and practitioners know children well. This enables children of all ages to form secure emotional attachments and successfully promotes their developing independence and exploration. Practitioners are loving and caring towards children giving reassurance, praise and cuddles. This effectively supports their emotional well-being. Key persons gather detailed information from parents when their children first start attending to ensure they are fully aware of children's care needs, interests, likes and dislikes. Consequently, this supports children in adapting to changes from home to nursery routines. Transitions are carefully planned for and children are well supported when they move into a new room and in preparation for a move to another setting or school. This approach helps children to feel confident about the changes ahead.

The learning environments are highly stimulating and rich in children's photographs, creative work and interactive displays. A wide range of good quality, developmentally appropriate resources are provided throughout the nursery, which further promotes children's curiosity and interest. Resources and toys are located in low-level storage units, which are clearly labelled. Consequently, children are able to make choices and develop their independence because they are able to reach what they want to play with. Children are provided with daily opportunities to play in an extensive outdoor environment, which gives them opportunities to take reasonable risk in their play, with careful supervision, such as climbing and negotiating toys around objects. They benefit from fresh air and learn the importance of healthy lifestyles as practitioners talk to them about the benefits of exercise. Children learn about healthy foods through a variety of opportunities to handle and taste a variety of fresh fruit and vegetables. They are provided with a balanced diet of healthy meals and snacks, and older children are encouraged to serve themselves, promoting their independence.

Children demonstrate a good understanding of how to keep themselves safe as practitioners provide opportunities to manage risk in a safe but controlled environment. Children learn to use a variety of tools and equipment safely, such as knives when preparing food. Older children demonstrate their confidence in using scissors safely. They know they must remain at the table and not walk around with them. Young infants learning to walk are encouraged to explore their environment, holding onto hands and furniture. Soft surfaces are provided to enable them to be mobile and safe. Practitioners act as positive role models as they set high expectations and are consistent in supporting children's understanding of boundaries for appropriate behaviour. Children contribute to setting the nursery's golden rules and they engage in activities which involve sharing and turn taking. This means they are acquiring good social skills and are gaining personal confidence. These are personal attributes that will help children when they move on to school. Children are effectively supported to respect each other's differences, which

supports their understanding of diversity. Children with special educational needs and/or disabilities are helped with their understanding of what is happening next by the use of visual aids and signs and gestures.

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

Policies and procedures are well established and continuously reviewed to ensure the requirements of the Early Years Foundation Stage are well known and effectively met. Practitioners are well aware of their safeguarding responsibilities as they receive training as part of their induction programme. The training is regularly updated to strengthen their knowledge. As a result, they are confident with procedures to follow in the event of a concern arising involving another colleague or professional. They know who to contact as they have access to the necessary information and telephone details. The majority of practitioners are trained in paediatric first aid, ensuring children's safety and accident records are maintained. Managers monitor accidents and incidents that occur to children in the nursery and those that occur in the home, and ensure that policies and procedures are well documented and are understood by practitioners and parents. Risk assessments are completed and appropriate action is taken to minimise identified hazards. This helps ensure children's safety within the nursery. A comprehensive recruitment policy is in place. The suitability of new and existing practitioners is robustly checked and is regularly reviewed during supervision meetings. All practitioners have undergone meticulous suitability checks, including enhanced Disclosure and Barring Service checks and the taking up of professional references. Declarations of health and suitability to work with children are regularly updated. Management have robust systems in place for dealing with complaints and concerns, and follow the correct procedures, notify the correct regulatory bodies and provide feedback with actions or next steps within a timely manner.

Since the last inspection, the management team have made a number of enhancements to address the highlighted areas for improvement. For example, the monitoring of the delivery of the learning and development requirements of the Early Years Foundation Stage is more robust and effective. The manager now rigorously monitors the quality of the educational programme, the implementation of planned learning and its impact on children's progress. This ensures any gaps in the educational programme are identified and addressed and any children falling behind their peers or below their expected achievement level are quickly identified. Consequently, all children benefit from an excellent range of activities and experiences that help them make good progress towards the early learning goals given their starting points. Practitioners have attended a wealth of training, both in house and through support from the local authority. Consequently, the quality of teaching has significantly improved. Children's learning is now supported more effectively, resulting in them being keen and interested learners who display the characteristics of effective learning. Practitioners conduct peer observations on each other and share expertise in practice and skills. However, recent enhancements to peer observation procedures to ensure the good practice already achieved and its continued success, are yet to be fully consolidated. The manager and deputy conduct regular supervision sessions with individuals, which allow opportunities for coaching. This contributes to annual appraisals, which also identify future training needs. Recently

recruited practitioners are well supported and comprehensive training is provided with the expertise of a mentor. Self-evaluation is well embedded and includes the views of practitioners, children, parents and carers. Priorities for improvement are correctly identified and action plans are put into place and monitored on a regular basis.

Practitioners work tirelessly to identify and meet children's emerging additional needs. They have excellent knowledge of the support services available and do not hesitate to access them. Well-established partnerships with local schools effectively ensure that the transition process is successful. Children derive great benefits from the excellent, close working relationships between practitioners and parents. A variety of systems, such as parent workshops, home to nursery record sheets and verbal communication, ensure parents are consulted at every stage of their child's care and development. These allow continuity of care, enabling practitioners to effectively meet children's individual needs. The provision is committed to supporting the whole family and parents are encouraged to spend some substantial time in the provision. Parents visit the nursery and talk to the children about their professions, enhancing children's understanding and developing role-play opportunities. This contributes significantly to them becoming engaged in their children's future experiences and is very well developed to support families and children with special educational needs and/or disabilities. There is a wealth of information displayed for parents throughout the nursery and regular newsletters ensure they are kept informed about events and topics within the nursery. Parents speak very highly of all practitioners and report they are delighted with the progress their children are making and the range of activities their children are involved with.

## 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>	EY336875
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	962814
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Cosy Toes Nursery Limited
<b>Date of previous inspection</b>	07/11/2013
<b>Telephone number</b>	0161 655 8850

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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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