

The Christie NHS Foundation Trust

Palatine House, 63-65 Palatine Road, Withington, MANCHESTER, M20 3LJ

Inspection date	07/11/2014
Previous inspection date	23/03/2010

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
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

- Children's development in all aspects of learning, particularly their language development, are promoted exceptionally well by staff as part of daily routines. There is wealth of challenging and imaginative learning opportunities for children. As a result, children are very confident and make exceedingly rapid progress given their starting points and capabilities.
- Highly effective partnerships with parents ensure a collaborative approach to supporting children's learning both in the setting and at home. This promotes a shared approach to meeting the learning needs of children. As a result, children are well prepared for their next stage in learning and are ready for school when the time comes.
- Leadership and management are excellent and inspirational. The manager uses a range of highly effective strategies involving children, parents and staff, to ensure priorities for improvement are identified. The focus on exemplary staff practice results in an ethos of continuous improvement across the setting.
- Robust safeguarding policies and procedures are in place and all staff have completed relevant safeguarding training. This ensures that children's welfare is exceptionally well-protected. Additionally, children are kept safe during a breadth of challenging learning experiences where they are supported by highly skilled staff to manage risk.

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 activities in the indoor and outside learning environments and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, and looked at children's assessment records and the nursery's planning documentation.
The inspector looked at documents and checked evidence of suitability and
- qualifications of staff working with children and the nursery's self-evaluation information.
- The inspector took account of views of parents and carers spoken to on the day.

Inspector

Kim Boughey

Full report

Information about the setting

The Christie NHS Foundation Trust day nursery was registered in 2009. It operates from a three storey building in the West Didsbury area of Manchester. There are three children's rooms which are situated on the ground floor. Children have access to an enclosed outdoor play area. The nursery provides care primarily for employees of the Christie Hospital. It is open each weekday, from 7.30am to 6pm, all year round. The nursery is registered on the Early Years Register. A maximum of 54 children may attend the nursery at any one time. There are currently 88 children aged from six months to under five years on roll, including children who speak English as an additional language. Children attend on a full-time and a part-time basis. There are 24 members of staff, all of whom hold early years qualifications at least level 3.

What the setting needs to do to improve further

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

- consider extending children's already exceptional independence skills even further, for example, by enabling them to serve themselves during lunch time.

Inspection judgements

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

Highly skilled staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. The standard of teaching is exceptional with a superb balance of adult-led and child-initiated activities which are highly challenging and stimulating for children. Planning is effective, highly focused and purposeful. High quality resources and a vibrant, stimulating learning environment both indoors and outdoors are a significant factor in children being extremely motivated, confident learners. Children's learning and development is closely monitored by their key person and next steps are clearly identified and feed into meticulous planning. Children make excellent progress given their starting points and individual learning needs, which are exceptionally well met. Staff support babies and young children to explore equipment and resources, which provide optimal challenge for them. For example, babies and toddlers show tenacity and enjoy the challenge of pulling themselves up, balancing and climbing up and down the steps leading to a carpeted slide. They are extremely confident and self-assured when balancing and exploring different ways of moving around the equipment. Children's physical skills, confidence and communication skills are developing extremely well. Children enjoy a lovely singing time activity enhanced by the use of puppets and soft toys in the cosy area. Children are fully engaged as they make choices of which song they want to sing by choosing the puppet relating to that song. Staff have accessed training that underpins their knowledge in supporting and enhancing children's language development. This is embedded into practice across the whole setting. As a result, children's language

development and independence is well-supported and they are extremely happy, confident learners who are making rapid progress towards the early learning goals.

Children experience an exciting, richly resourced learning environment. Areas are extremely well organised, enabling children to freely choose resources to support their play and learning. For example, outdoors children enthusiastically play in the sand area which has a range of different sized containers and tools for making marks or digging. Children talk about what they are making with the sand; for example, a bucket of sand with a spade sticking out of it becomes a birthday cake. They talk about sharing the cake and discuss their own birthdays and those of their family members, therefore making connections with different aspects of their lives. An outdoor book area has an excellent selection of books and children independently select these to share with staff and each other. Staff are highly skilled in engaging a small group of children in sharing stories. They enjoy looking at the pictures, turning the pages and discussing what they can see. Staff encourage discussion about the animals by using open questions and modelling language. For example asking, 'What swings through the trees?' Children are animated and actively contribute to discussions about the monkey and other animals in the book. In addition, children related to food in another book and talked about foods they like. Staff enthuse children to have discussions about colours and numbers and encourage children to join in counting to 10. Positive behaviour and turn taking is consistently demonstrated by children and encouraged by all staff. Children listen and respond extremely well to staff and sit quietly allowing each other to take turns counting. Children are extremely confident and self-assured learners who are progressing rapidly within all areas of learning and are developing skills to prepare them for school.

Exceptional partnership working with parents results in children being supported extremely well at home through excellent continuity of learning opportunities. Parents contribute to the children's learning journals by providing photographs, statements and observations of children engaged in learning at home. There are a number of children from a range of cultures who speak English as an additional language attending the setting. A superb range of displays reflect different cultures and celebrations, which ensures that everyone feels valued. Parents are fully involved in contributing to providing resources and ideas to reflect their culture. For example, parents have brought in items for themed displays about their country of origin, including phrases, photographs, and information relating to food, a flag and a map. Staff are trained in and expertly use non-verbal communication skills throughout the setting with children of all ages. Additionally, parents have attended this training to enable them to use these skills at home to support children with developing communication and language skills. As a result, children make excellent progress given capabilities and starting points.

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

Children demonstrate exceptionally strong and positive relationships with all staff and an excellent sense of belonging evidenced in the way they communicate and interact with staff. The key-person system is robust and purposeful with children being extremely well-supported through times of transition. A highly effective, phased settling-in process involves parents and enables children to quickly build secure attachments with their key

person. Information is shared on a daily basis through the use of daily communication sheets and discussion to ensure all needs are met. Babies and children of all ages quickly settle on arrival. Staff continuously remain calm and caring creating a warm, welcoming environment where all children thrive. An excellent transition process involves careful planning and discussions with parents, staff and children. The emotional needs of each individual child are very well-supported due to children being able to move into another room with peers and the manager moving key staff with children, as appropriate. School readiness is a key priority for the setting and there is a strong ethos in supporting children to develop in their personal, social and emotional areas of learning to ensure they have excellent independence skills, such as toileting, hand-washing, feeding and dressing. School staff attend the setting and nursery staff visit the local school to ensure children are well supported in building relationships and becoming familiar with a new environment. As a result, children are exceedingly confident and are able to quickly develop strong attachments with others. They are emotionally equipped for future moves within the setting and when they move to new settings.

Staff expertly enhance all activities and extend learning to ensure all children are able to take turns, are aware of the needs of others, know how to use space, and make informed choices. This forms part of the settings behaviour management strategy. Positive behaviour is consistent with children happily playing games together and socialising in friendship groups at mealtimes. Children are polite and respectful and this is due to the extremely positive role modelling of the staff. Babies enjoy a healthy breakfast with their peers where independence and communication skills are well-promoted through staff encouraging children to use spoons to feed themselves. Children happily babble and also use non-verbal communication well because staff model this consistently. Parents say they feel they are more able to support the development of independence and communication skills at home, particularly those who speak English as an additional language, due to the support and training they have had from staff. Staff involve children in a range of discussions and experiences relating to areas, such as road safety, home safety and safe use of equipment during challenging activities. Resources are high quality and stored safely but remain accessible to children. This results in children being confident in managing risk and very aware of how to keep safe. Children are kept safe during a breadth of challenging learning experiences where they are supported by highly skilled staff to manage risk. This results in children's welfare being exceptionally protected.

Children enjoy fresh air and exercise everyday as the indoor rooms open out directly onto well resourced, vibrant outdoor areas. This gives children of all ages the choice of whether they prefer to play indoors or outdoors, supporting their developing physical skills and confidence as they make their own choices. Children access a wide variety of choice, covering all areas of learning extremely well. They consistently engage confidently in the wide range of high quality learning activities, resulting in them being highly motivated, imaginative, enthusiastic learners who show tenacity and enjoyment in what they set out to do. The setting provides a wide range of healthy snacks and meals, which include a choice of fresh fruit and water, which are available for children to access independently. Children are involved in setting tables and enjoy the superb social opportunity to have a hot lunch with their peers and key person, who encourages children to become involved in discussions relating to healthy foods to support their understanding of healthy lifestyles. Although children's independence is promoted extremely well, there is scope to improve

their independence even further at lunch time, for example, by encouraging children to serve their own food, pour their own drinks, and help clear when applicable. Children are confident in toileting and washing and drying their hands independently before and after mealtimes and putting on coats to play outside. Parents actively contribute to providing healthy foods for the setting and resources for fantastic celebratory events, such as Chinese New Year and foods that represent their culture. Therefore, children's knowledge and understanding of different cultures is significantly enhanced and this promotes equality and diversity across the setting.

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

Inspirational leadership and management results in the provision of a fully inclusive, safe and stimulating environment in which children thrive. The management team are committed to providing the best quality care and learning for all children and this is reflected in their high expectations for children's achievement. Staff are also continuously supported to develop their skills and knowledge through a robust supervision, continuous professional development reviews and peer observations. There is a strong focus on high quality teaching and opportunities for reflection. Managers and staff share a vision for driving improvement and self-evaluation clearly identifies strengths and areas for development. Parents are involved in contributing to improvement processes through an active parent association. For example, parents' suggestions to create a website have been successfully implemented and parents are able to use the website to make comments and access secure and protected information about their own children's individual progress. All recommendations from the previous inspection have been effectively addressed, including developing a nature garden to improve outdoor learning opportunities for children. Good practice is discussed regularly by the management team and shared consistently with all staff. Training needs are quickly identified and addressed through training opportunities, and the resulting new knowledge is shared with staff and practice is reviewed and enhanced to deliver quality learning opportunities for all children. As a result, staff are highly motivated in providing the high quality learning activities that children enthusiastically enjoy. Robust systems are in place to plan, monitor and track children's progress. The highly effective transition process and links with local schools supports children in confidently moving on to their next stage of learning and in being school ready for school.

Extremely robust safeguarding policies and procedures are in place. They are fully understood by all staff and translated effectively into practice. All staff have completed relevant safeguarding training and have excellent knowledge of all aspects of child protection. The majority of staff have completed paediatric first-aid training and the manager ensures the staff who have are easily accessible if required in case of an accident or emergency. Daily risk assessments are carried out by staff to identify and minimise any risk to children and this includes on outings and trips. There is a robust risk assessment policy and procedures in place to keep children safe, including fire evacuation, accident recording and medication policy. Effective safety checks are regularly made to identify and minimise any hazards.

Highly effective partnerships with parents, schools and other professionals results in the individual needs of children being met effectively. When children with special educational needs and disabilities attend, they are well supported by the special educational needs coordinator because there is excellent liaison with school staff and specialist services, such as speech and language therapists and educational psychologists. Parents attend play and stay sessions with their children where they learn about the Early Years Foundation Stage and how they can support children with their learning and development at home.

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	EY394022
Local authority	Manchester
Inspection number	859579
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	88
Name of provider	The Christie NHS FoundationTrust
Date of previous inspection	23/03/2010
Telephone number	01619 187550

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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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