

Noddy's Private Day Nursery

111 Firbank Road, Newall Green, Wythenshawe, Manchester, M23 2ZN

Inspection date

27/11/2014

Previous inspection date

23/02/2012

The quality and standards of the early years provision

This inspection:

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

- Staff have a good understanding of the Early Years Foundation Stage and use this knowledge effectively to teach and engage children in learning. As a result, children make good progress in their learning and development.
- Leadership and management are strong. The manager is pro-active in ensuring regular monitoring take place. This means that the nursery is continuously developing in order to support children's needs.
- Staff have a good understanding of safeguarding procedures. Staff undertake regular child protection training and are aware of the authorities to contact should they be concerned about a child's welfare.
- There are good partnerships in place with parents and other professionals. These partnerships support children, as information about children's needs is regularly shared. Consequently, children's needs are well met.

It is not yet outstanding because

- Children are not always well supported to think for themselves, because they are not always given enough time to think about how to respond to questions that staff pose.
- Opportunities for children to consistently develop their independence skills at snack time are not yet embedded in practice.

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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the manager throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Full report

Information about the setting

Noddy's Private Day Nursery was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four playrooms in a converted house in Newall Green, Wythenshawe. It is owned and managed by a private individual. The setting is on two floors and is wheelchair accessible on the ground floor, with an accessible children's toilet. The nursery serves the local area and beyond. There is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two hold appropriate early years qualifications at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting 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:

- encourage children to develop their thinking skills, for example, by ensuring that they are given time to carefully consider and verbalise their responses to questions posed by staff

- extend opportunities for children to develop their independence skills at snack time.

Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage and provide activities which are well planned. These activities provide targeted support for children's developmental stage. Educational programmes cover the seven areas of learning and offer a broad range of learning opportunities. This supports children in gaining the necessary skills in readiness for school. Regular observations are undertaken of children as they play. This informs staff of children's developmental stage and supports them in identifying children's next steps in learning. Planning is based on children's interests and developmental needs and is flexible to support children's interests. For example, planning for babies is extremely flexible to meet their rapidly changing needs and their emotions. Staff are well informed about children's interests and develop activities which engage children in learning. For example, older children follow their own interests and enjoy playing with construction blocks. Staff encourage children to count how many blocks they are using and use keywords, such as 'tall' and 'short'. This supports children's

understanding of different mathematical concepts. Children are engaged in learning, and activities are differentiated according to age and stage of development. For example, babies explore simple jigsaw puzzles, while older children play a matching game to identify similarities. As a result, all children are making consistently good progress in their learning and development.

Teaching and learning is good. Staff understand the Early Years Foundation Stage and use this knowledge effectively to support learning. For example, staff ask children to identify animals on a matching puzzle and then ask children if they know the noise the animal makes. Staff support children through effective questioning and by posing challenges to children. For example, staff ask younger children where their wellington boots and coats are located as they prepare to go outside. This supports children's independence skills and builds self-confidence. Staff verbally interact with children throughout all times of the day, asking questions and posing tasks. This promotes early language skills and sustained thinking, so children become active and confident learners. For example, staff ask children questions as they read a book to assess their level of understanding. However, at times, staff can ask a lot of questions and do not leave enough time for children to process the information, consider an answer and formulate a response.

Effective partnerships with parents are in place and staff have a good understanding of the importance of these partnerships to provide a consistency of care for children. Staff welcome parent input and use different methods of communication to develop partnerships further. For example, prior to children starting at the nursery, all parents complete detailed information about their child's care needs and their stage of development. Staff use this information well to plan initial routines and activities to help settle children. Effective communication systems support partnerships further. For example, by using daily communication books, newsletters and questionnaires. In addition, parents are invited into the nursery to be part of special events, such as the Easter bonnet parade or charity days. Parents contribute to children's learning by offering resources that support themes and topics that are taking place or are planned for the future. They regularly access their children's development files and are able to discuss these with staff. In addition, children enjoy using a 'take home teddy'. This involves parents and children working together to complete 'teddy's diary' at home. Parents are involved in children's assessment through contributing to baseline assessments and the progress check for children between the ages of two and three years. Parents were consulted during the inspection and were complimentary about the staff and the nursery.

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

An effective key-person system is in place. Staff observe children well and consistently nurture their needs throughout the day. Children start at the nursery on a gradual admission, which is flexible to suit children's needs. This allows children and parents to build purposeful relationships with staff. Secure attachments are in place and children are settled and secure. For example, children like to snuggle up with a member of staff as she reads a book to them. Staff are positive role models and interact well with children at their level. For example, staff sit on the floor with children, join in children's play and show

them how to use resources. Staff observe children well and are quick to respond to their needs. For example, staff comfort children if they become unsettled and are aware when children need to rest after eating lunch. Children are well behaved. They are supported by effective daily routines, which help them to learn about expectations. Staff offer through consistent praise, which celebrates their achievements and fosters self-esteem. Staff attend behaviour management training and work closely with parents to offer a consistent approach in promoting positive behaviour.

Children are developing their understanding of danger and how to keep themselves and others safe. For example, children regularly practise emergency evacuations of the building and understand how to do this safely. They learn to take risks that challenge them and develop their skills further by using tools independently, such as scissors and learning how to negotiate stairs with confidence. Staff regularly remind children to consider potential risks. For example, staff ask children to consider what may happen if they walk too quickly when coming down the stairs. Children confidently answer that they may fall so they need to walk slowly. Children's overall independence is mostly supported well. For example, children are encouraged to use the bathroom independently and self select resources to support their play. However, when children eat lunch, opportunities to be independent are not fully promoted. This is because staff serve children with their food and hand out cutlery and plates, rather than consistently encouraging them to do this for themselves.

Children learn to adopt healthy lifestyles. They have daily access to the outdoor area where they have plenty of fresh air and exercise. The outdoor area is well resourced with a wide variety of areas and activities which support physical development. For example, children access sensory play, enjoy balancing on tyres and acting out role play scenarios in an outside play house. In addition, children enjoy outings in the local environment. For example, children visit the post office and enjoy teddy bear picnics in a local park. Walking to these places gives children plenty of exercise and also enhances children's knowledge of the wider world. Children are well nourished. The nursery has a designated cook who prepares meals on the premises each day using fresh produce. Menus incorporate five fruit and vegetables throughout the day. Dietary requirements are catered for and imaginative menus are planned. For example, menus incorporate food from around the world, which allows children to explore different foods and tastes. Children have the opportunity to learn about making healthy choices through taking part in weekly cooking activities. Children's emotional well-being is promoted effectively as staff support them as they move through the nursery and prepare them for their eventual move to school. Teachers are invited into nursery to meet the children and staff complete transition documents to share information.

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

Staff have an effective knowledge of safeguarding practice and procedures. There are good reporting procedures in place and staff are aware of the authorities to contact should

they be concerned about a child's welfare. The manager ensures that staffs attend child protection training and keep their knowledge current by contributing to safeguarding discussions at staff meetings. Staff are effectively deployed throughout the nursery and consequently children are supervised well. The nursery keeps thorough records of accidents and attendance records, which helps staff to protect children and promote their welfare. There are effective processes for selection and safe recruitment of new staff. The manager ensures that suitability checks are undertaken, working interviews are completed prior to staff taking up their post and references are gained. Staff are supported through inductions, appraisals, staff meetings and supervision sessions. The manager is keen to further support professional development. This is enabled through the observations the manager completes of staff as they work and followed by feedback, which helps staff identify aspects of good practice. Staff have a good understanding of the importance of risk management. Risk assessments are in place and written policies and procedures support good safety practice. For example, staff undertake daily checks of the outdoor areas to identify and minimise any potential hazards before children go out to play.

Staff have a good knowledge of how to support children in their learning and development. Staff role model how to use the resources, play with children at their level, provide a running commentary with younger children and discuss prior learning with older children. The deputy manager works alongside staff in the rooms, which enables the management team to gain good knowledge of the strengths of each member of staff. In addition, the manager monitors teaching and learning by collating data about children's progress from their development files. This enables the manager to identify any gaps in children's learning and organise appropriate support strategies. Staff are fully committed to improving their practice and attend training to develop their knowledge further. Staff have recently attended training on safeguarding, supporting children with special educational needs and developing children's communication skills. This impacts positively on children as it motivates staff to review practice in order to meet children's needs.

Managers and staff are reflective and use self-evaluation well to drive improvement. All recommendations raised at the previous inspection have been addressed. For example, staff have developed their knowledge of observation and assessment, outdoor play areas have been developed and resources have been purchased to extend the opportunities children have to develop their skills with using information technology. The nursery is currently undertaking a quality assurance scheme, which helps to identify strengths and areas for development. The manager has identified key areas that she would like to develop. These include further development of the outdoor area and developing further links within the local community. Effective partnerships are in place with a range of other professionals. These include, other early years providers at network meetings, teachers from local schools, health professionals and play workers. The manager attends regular network meetings and has recently become involved in a project, which specifically looks at the needs of two-year-old children. Good partnerships are in place with parents. This allows purposeful information about children's needs to be effectively shared between all carers. As a result, children's needs are well supported and they make good progress in their learning and development.

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

Unique reference number	EY429630
Local authority	Manchester
Inspection number	870370
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	34
Name of provider	Laura Jane Murphy
Date of previous inspection	23/02/2012
Telephone number	0161 9029184

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

