

Children 4 Most at Squirrels Wood

Inspection report for early years provision

Unique reference number EY225501
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Children 4 Most at Squirrels Wood is one of four nurseries owned and managed by a partnership. It has been registered since June 2003 and operates from a single storey building in the Audenshaw area of Tameside. Each of the children's rooms has direct access to a secure outdoor play area.

The nursery is registered on the Early Years Register. A maximum of 95 children may attend at any one time. There are currently 97 children under five years on roll. The nursery is open from 07.30 until 18.00. It is open for 51 weeks of the year. The nursery currently supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are 31 members of staff, 25 of whom hold appropriate early years qualifications to at least National Vocational Qualification level 2. One member of staff has achieved Early Years Professional Status and another is working towards this. Additionally, a further two members of staff are working towards completion of a foundation degree. The nursery receives support from the local authority quality team. The nursery proprietors are also qualified teachers. The nursery provides funded education for three and four year olds.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children thrive in an inclusive setting which values the uniqueness of each child. The exceptionally well-planned environment and the provision of carefully focused activities meet each child's individual needs extremely well. Highly organised leadership and management and exemplary partnerships with parents support excellent outcomes for all children. Staff continually evaluate their practice and strive to improve upon the exceptional standard of care provided.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- the continued review of systems to maintain accurate record keeping which includes the information available on children's learning and progress.

The leadership and management of the early years provision

Highly effective recruitment procedures ensure that all staff employed to work with the children are suitable to do so. Newly appointed staff take part in an extensive induction procedure. Regular staff meetings and appraisals provide staff with opportunities to discuss individual children's progress and planning as well as identifying individual training needs. All children are valued and respected and

have their individual needs expertly met by the caring and knowledgeable staff team who recognise the uniqueness of each child. Health and safety is a high priority and children are protected by very good supervision and extremely thorough risk assessment. Consequently children enjoy a very safe environment which is carefully planned to provide rich learning opportunities both indoors and outdoors. Staff are very secure in their knowledge of safeguarding children and are fully aware of the procedures to follow should they have any concerns regarding a child in their care.

Staff give great attention to developing effective relationships with parents and other practitioners as well as with other settings that children attend. For example, children are incredibly well supported as they make the transition from room to room or nursery to school. Teachers are invited to visit the nursery and children are able to become familiar with their new environment through the creation of a book containing photographs of their new school and teacher. Regular parent meetings, daily communication books and the implementation of a parents' committee enable as many parents as possible to feel fully included. Parents spoken to report their high satisfaction with the care and education their children receive. They are kept well informed of how their children are progressing through regular formal and daily informal discussions with staff. All staff are enthusiastic and play an integral part in continually developing and evaluating the provision. The management team are very clear about the strengths of what is provided and areas they want to develop. They have well thought out action plans in place to support this and to reinforce good practice. The recommendation from the previous inspection has been fully addressed, thereby enhancing the arrangements for meeting children's individual sleep routines.

Children's welfare, learning and development are very well supported by the highly effective leadership and management team. The superb organisation and excellent monitoring and assessment ensure every aspect of the provision is of a very high quality. The staff team are very well qualified and exceptionally motivated and enthusiastic. The setting has successfully completed a formal quality assurance scheme in addition to its own systems for assessing its effectiveness and identifying areas for future development. All of the documentation required to support children's welfare is in place and meticulously maintained.

The quality and standards of the early years provision

Staff demonstrate an excellent knowledge of the Early Years Foundation Stage and are very effective in helping each child make as much progress as they can towards the early learning goals. A key person system is in operation and this enables every child to have their individual needs met by staff who know them extremely well. Planning develops through the daily observations and this ensures it is flexible and takes into account the interests and abilities of all children who attend the setting. For example, the provision of blankets and cushions for children to use to extend their interest in den making. Staff implement excellent systems to observe, assess, plan and review children's learning. Written observations clearly identify what children know and understand and are used systematically to plan for the next steps in their learning. However, there are minor inconsistencies in

monitoring children's progress records which means that accurate records are not always available at the setting.

Staff use the beautiful environment very well to enhance children's learning. Each room offers interesting and cosy spaces appropriate to the ages of the children. There is an abundant range of high quality toys, resources and equipment accessible to children in each room to stimulate their interests and learning. The well planned and resourced outdoor areas promote a wide range of purposeful activities, such as digging and planting, making models with boxes and mark making using large brushes and water. Babies and young children excitedly explore a wealth of materials and sensory experiences, such as splashing in the water or discovering the texture of shaving foam, experimenting with musical instruments and helping to water the plants growing in the garden area. Young children's language development is sensitively promoted by staff who build close relationships with children and spend time talking and listening to them. Staff model good language to extend children's vocabulary and introduce new words, such as 'forwards' and 'backwards', when young children are experimenting with using tools and rolling out dough.

Children are supported to become confident and eager learners. They benefit from the freedom to choose resources and activities and use their imagination freely to express themselves. Children learn to value diversity by understanding the differences between themselves and their friends through carefully planned activities, such as creating a self-portrait and recognising differing facial features and skin tones. They learn to appreciate a wide range of cultures by finding out about each other's backgrounds. Parents contribute by sharing information about festivals and cooking food from their home country.

Labels around the room help children understand that print carries meaning and children are keen to demonstrate their knowledge of letters and numbers. As staff read favourite stories children listen intently, predict what will happen next and comment on the pictures. Children love to 'write' and spend time writing letters, labelling their work and making shopping lists. This is extended when children go into the local community to post their letters. Children count confidently and use mathematical language while playing, demonstrating a real understanding of number, shape and size. Children experience many opportunities to express their creativity. They freely experiment with paint and other media, such as ice cubes, glitter and shredded paper, and use their imaginations very well as part of role play when they pretend they are 'going on a bear hunt' in the nursery's woodland area. They participate in highly stimulating activities which help them learn about the natural world and life cycles. For example, they explore the garden area and hunt for bugs and insects, excitedly bringing indoors the worm and slug they discover to observe them more closely.

Children are very responsive to the praise they receive from caring staff and their behaviour is very good. They readily respond to the 'tidy up song' and help to put equipment away correctly and clean the tables in preparation for lunch. Staff's consistent approach and clear explanation ensure children learn right from wrong and the consequences of their actions. This is helped through the use of visual symbols and simple displayed rules for behaviour. Staff are experienced in working

in partnership with other professionals and provide excellent specialist care and education when needed to ensure every child is fully included. The nursery provides healthy and nutritious meals and snacks and the individual dietary requirements of each child are meticulously documented. Everyday routines such as snack time are used very well to encourage children to engage in conversation, express their own ideas and learn about healthy food and good hygiene procedures and routines.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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