

# Educare For Early Years @ Radcliffe

Inspection report for early years provision

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<b>Unique reference number</b>	EY309460
<b>Inspection date</b>	07/05/2009
<b>Inspector</b>	Alison Tranby Sturges
<b>Setting address</b>	Mill Bank, Radcliffe, Manchester, Lancashire, M26 1AJ
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<b>Type of setting</b>	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Educare For Early Years @ Radcliffe has been registered since 2005. It is one of three nurseries owned by the registered provider. The nursery operates from purpose-built premises, which are situated in the Radcliffe area of Greater Manchester. Children have access to a variety of play rooms according to their age and ability. There are also additional craft rooms and a play club room. There are also fully enclosed individual outdoor areas adjacent to the children's playrooms. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend the nursery at any one time, of these not more than 59 children may be under 3 years, and of these not more than 15 may be under 2 years.

The nursery is open from 07.30 until 18.00 all year round, except for public holidays and Christmas. There are currently 133 children on roll. Children attend from wide catchments areas and attend a variety of sessions. The nursery supports children with additional needs and children who speak English as an additional language. There are 41 children attending in receipt of funded early education for three and four-year-olds. The setting employs 21 members of staff also a cook and a cleaner. The nursery also employs an Early Years Professional who works across the three nurseries and has a level 6 child care qualification. Five staff are trainees and all additional staff have an appropriate childcare qualification. The management team consisting of a manager and a deputy and an operations manager who have all attained a level 4 childcare qualifications. The provision is also a CACHE approved NVQ assessment centre. The nursery works closely with other agencies and receives support from the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Staff recognise the uniqueness of each child and use their skills and knowledge to meet their individual needs, interests and abilities to successfully promote all aspects of their welfare and learning. The setting supports every child so that no individual is disadvantaged. All children are making good progress, in relation to their starting points and capabilities. Provision for their physical and emotional well-being is excellent. Highly effective partnerships between the staff, parents and other agencies who work together ensure children's needs are met and their protection is assured. Resources are used efficiently and effectively. Good leadership and management promotes a common sense of purpose between all the staff who work well together. Self evaluation is ensuring ambition is communicated and inspiring continual improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that key workers have specific responsibilities that help a baby or

child become familiar with the provision and feel confident within it, also developing a bond by offering a settled close relationship with the child (and the child's parents). The key person should also meet the needs of each child, talking to parents to make sure the child is being cared for appropriately for each family.

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

Highly effective practice, policies and procedures ensure children are safeguarded. Designated staff are well trained in and have a good understanding of safeguarding procedures. All staff are clear with regard to their roles and responsibilities in reporting concerns. Robust recruitment procedures are in place to ensure the suitability of staff to work with children. All staff are provided with a proficient induction and appraisal programme in addition house training and assessment of staff's knowledge and personal development enables them to strive for improvement to provide high quality care and education.

Staff are well deployed and highly experienced staff mentor less experienced staff and trainees. Risk assessments have been conducted and effective precautions have been put in place to minimise identified hazards and reduce the risk of accidents. An effective partnership is fostered with parents. Parents' evenings, development records, discussions, information sheets, newsletters and evaluation questionnaires are used to share views and engage parents also information about individual children's progress. This also enables the nursery to be responsive to the needs of current users. Effective links have been forged with other professionals including local schools and the speech and language team. The nursery manager has recently been proactive in inviting teachers from the local schools into the setting to ensure transition is smooth for children leaving to attend school.

The management and staffing structure is well developed, and has a clear sense of purpose and direction. The manager and deputy set a good example by regularly working with the children and staff. However the key worker system and roles and responsibilities is not clearly defined with regards to talking with parents and creating a close bond with individual children. Staff meetings and appraisals ensure staff work together to develop the nursery's self-evaluation and their practice as individuals and a team. Priority is given to staff training and the majority of staff hold a recognised childcare qualification, working towards attaining one or a higher level qualification. The manager and deputy managers are both extending their knowledge and training by undertaking foundation degrees in early childhood studies. The needs of children with learning difficulties and disabilities or English as a second language are being met and consideration is given to children who are exceptionally bright to ensure progress is sustained. Staff ensure children are taught to value diversity. A wide range of good quality resources and equipment are available to all children. Overall, an inclusive and welcoming service is provided.

## **The quality and standards of the early years provision**

Children are enjoying and achieving and making significant gains in their learning and progress towards the early learning goals. Their individual needs are met through highly effective organisation of the educational programmes and learning environment. They are able to participate in a wide, interesting and balanced range of activities designed to stimulate their interest and challenge their learning. Starting points are established when a child first attends and as they progress from room to room. Observations and assessments are used well to inform the planning for the next steps in individual children's learning. The key person system mostly works well in ensuring individual children receive the support they need to take the next steps in their learning and development. However, the babies and younger children do not have sufficient opportunities to develop close bonds with their key person to help them settle and feel confident. This is because certain duties such as nappy changing and feeding are undertaken on a generic basis by all the staff, also room managers are often the person who discusses with parents the child's experiences throughout the day.

Children have access to a variety of good quality age appropriate toys and equipment including information technology resources, such as computers, calculators, mobile phones and CD players. Children's play is purposeful and they have lots of choice and opportunities for exploration. Children's personal, social and emotional development is mostly fostered extremely well. Children are developing good self-help and independence skills. There is a balance of adult-led and child led activities and children can make their own choices in relation to outdoor play and creative play. All children have lots of opportunities for physical play and activities both indoors and outdoors. The children in the older age range, e.g. pre-school room have more responsibility and choice in relation to self registration, they attend to their own personal care, put on their own outdoor clothing and confidently take it in turns to pour out drinks at snack time. Also assisting with some tasks such as setting the dinner table and serving their own food. Good health is promoted through a healthy diet, discussions and interesting activities. Children are aware of healthy options regarding food and snacks. They have a good awareness of personal safety in relation to road safety and stranger danger. Recent visits from the local fire, ambulance police and road safety teams have assisted in reinforcing this specific area of knowledge and understanding.

Children are learning to value diversity in others which is helping them to grow up making a positive contribution to society. They have access to a good range of resources that portray positive images and join in activities that help them find out about their own and the religious and cultural beliefs of others. Children enjoy looking at books and are developing good concentration skills as they sit and listen intently at group story times. Children show an awareness and keen interest in problem solving and reasoning activities. They have clear understanding and knowledge of the wider community as they role play being travel agents. They are also gaining experiences in relation to problem solving reasoning and numeracy as they measure soil and count the seeds they have sown. They eagerly monitor the progress of the plants and have a good understanding of how the sunshine and rain will ensure prosperous growth of their seedlings. Babies enjoy interacting

with staff as they imitate clapping hands, playing peek -a -boo. They also enjoy exploring activity toys, pushing and pressing buttons to find out what they do. Children's creative development is promoted through opportunities to explore a good range of sensory, messy and creative activities, such as role play, musical instruments, sand, paint and malleable resources such as spaghetti. Babies experience many sensory activities and enjoy the feel of the paint, water and bubbles on their hands.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met