

Baytree Park Day Nursery

Inspection report for early years provision

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Inspector Catherine Sharkey

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Type of setting Childcare - Non-Domestic

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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.

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Description of the setting

Baytree Park Day Nursery is situated on the borders of Middleton and Chadderton, North Manchester. It registered in 1994 and operates from several rooms in a converted building. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year. All children have access to secure, enclosed outdoor play areas. The nursery is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register.

A maximum of 100 children may attend at any one time, including school-age children who attend the school holiday club. There are currently 102 children on roll aged between three months and four years. Children come from a wide catchment area, as most of their parents travel to work in Manchester or Oldham. The nursery currently supports children with special educational needs and/or disabilities.

The nursery employs 24 members of staff. Of these, most hold appropriate early years qualifications. The setting receives support from the local authority and has links with local primary schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a very secure knowledge of the early learning goals which means children are making good progress overall. Children are safeguarded well in the nursery as there are effective policies and procedures in place and staff are familiar with how to implement them. Parents and carers are fully informed about all aspects of the nursery and are able to contribute to children's records. Self-evaluation is effective and on-going, with staff identifying areas for improvement.

What steps need to be taken to improve provision further?

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

- provide a wider range of technological toys and equipment in order to challenge children sufficiently and extend their experience in this area of learning.

The effectiveness of leadership and management of the early years provision

Robust policies with which all staff are familiar are in place for safeguarding children. Staff supervise children well and carry out regular, detailed risk assessments and fire drills. This means children are able to move safely around the premises. Effective policies for the collection of children and regarding visitors

ensure children are safe while at nursery. Most staff hold first aid certificates and all have been vetted as being suitable to work with children.

Each age-grouped room has its own resources which are suitable for the children who use them. Resources are also shared between rooms. Low-level storage units enable children to access them easily. They choose from a wide range of interesting resources set out on tables or on the floor. The pre-school children have access to a computer, but there are few technological resources which allow all children to develop their skills in this area. All rooms and the outdoor areas are well organised to include each area of learning so that children make good progress.

Staff in the nursery are very well mentored by the manager. They have regular appraisals which identify training needs. All staff are well motivated and conscientious, and have access to training to develop their skills. There are very good relationships between all staff, which facilitates problem solving. All staff contribute to an on-going action plan, which ensures continuous improvements take place. The previous recommendations have all been fully addressed with the exception of providing a wider range of technological equipment. All documentation and records are now available to parents and children are given good opportunities to develop their independence and skills at mealtimes.

Partnerships with parents and carers are good. They share information about their children in an All About Me booklet, which enables staff to plan effectively using each child's starting point. They receive a prospectus and information is displayed in the nursery entrance to inform them of all aspects of the provision. Parents are given a form to fill in annually so they are able to contribute suggestions and comments on any part of the provision. They have access to their child's learning journey and are able to contribute to this at any time, which involves them in their child's learning. The nursery has effective partnerships with the local authority and other professionals from whom they receive support and advice.

Children with special educational needs and/or disabilities are supported well through the use of detailed observations which inform individual education plans. Staff work closely with parents and other professionals in order to provide consistent support and inclusion for all children.

The quality and standards of the early years provision and outcomes for children

Children feel safe in the nursery as they move around with confidence, interacting happily with staff and each other and asking for things they need. Babies settle easily to sleep under supervision and are quickly comforted if upset by having a cuddle or being distracted by an interesting object or a rattle. Children know their key person well and staff are kind and caring and supervise children closely, which means they feel safe.

Children's good health and well-being is nurtured effectively in the nursery as they learn to keep themselves clean, care for their teeth and wash their hands at

appropriate times during the day. Staff observe hygienic practice when changing nappies or handling food, which means the spread of germs is kept to a minimum. Children are provided with healthy meals and snacks prepared on the premises. They choose from a variety of fruit and know this is good for them. Regular outdoor play and exercise help children to develop their physical skills well. They all have access to their own drinking water throughout the day.

Staff have a thorough knowledge of the early learning goals which is apparent in the exciting activities they plan for the children. They make detailed observations which they use effectively to plan each child's next steps, ensuring all children make good progress in each area. Children's language and vocabulary are developed well by staff during daily conversations and activities. Pre-school children are able to recognise their names as well as some letters and sounds. They enjoy looking at books and learning to use writing to communicate meaning. Children learn a wide range of mathematical skills, such as weighing and measuring, pattern making when threading beads and counting children and cups at meal times. They explore an exciting variety of creative activities and textures, such as shaving foam, corn flour or glittery play dough. The nursery provides optional Spanish and dance lessons and all children develop their physical skills well through a range of climbing and balancing equipment. All children enjoy songs and using percussion instruments, including the babies, who move in time to the music and smile when staff sing to them.

Children's behaviour is very good and there are very positive relationships between all staff and children. The atmosphere is very friendly and welcoming, which many parents say is important to them. Staff set good examples to children and help them to remember their manners. Children show care and concern for each other; for example, when a child got sand in one eye, another child asked a member of staff if they were all right. Children share toys very well and play happily together in the water or on the computer. They concentrate very well and are all engaged in the interesting activities provided. They learn to be aware of the needs and feelings of others. For example, they make cookies to raise money for charity and take part in Remembrance Day activities. Children show excitement at having pancakes at snack time and all concentrate very well on their activities. Children's opinions are valued and they are asked for their input in planning activities. They are given a sense of self-worth through praise from staff. For example, when a child made a necklace he was proud of, a member of staff took a photograph of him wearing it. Children learn about other cultures through making a Chinese dragon for a display or eating noodles with chopsticks. They find out about Diwali, Christmas and Easter and their birthdays are celebrated. This enhances their awareness of the diversity of the wider world.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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