

# Educare For Early Years @ Radcliffe

Inspection report for early years provision

---

**Unique reference number** EY309460  
**Inspection date** 14/05/2012  
**Inspector** Elisia Jane Lee

**Setting address** Mill Bank, Radcliffe, MANCHESTER, Lancashire, M26 1AJ

**Telephone number** 0161 7249055

**Email**

**Type of setting** Childcare - Non-Domestic

---

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 1231, or email [enquiries@ofsted.gov.uk](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Educare For Early Years @ Radcliffe was registered in 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 which have adjacent outdoor areas.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 100 children may attend the nursery at any one time. There are currently 133 children attending who are within the early years age range. The nursery is registered on the Early Years Register. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 21 members of child care staff. Of these, two hold early years qualifications at level 6, two hold qualifications at level 5, five hold qualifications at level 4, five hold qualifications at level 3, four hold qualifications at level 2 and there are three staff undertaking apprenticeships. The nursery also employs an Early Years Professional who works across the three nurseries and has a level 6 child care qualification. The provision is a CACHE approved NVQ assessment centre. The nursery is a member of the NDNA and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare and learning needs are promoted highly successfully and are given the highest priority. Children make excellent progress in their learning and development and enjoy a highly comprehensive range of inspiring and challenging experiences. Systems for observing children are outstanding. Children are valued as unique individuals and an exceedingly strong inclusive ethos threads through all aspects of the setting. Children's progress is shared effectively through superb partnerships with parents and carers and exemplary partnerships with other professionals. Overall, the setting uses thorough and very effective self-evaluation and review procedures to ensure that the service is continually improving.

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

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

- enhancing working in partnership with other settings by developing a

transition document so that other practitioners can share development and learning records during times of transition.

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

All staff ensure the safety and welfare of children is given extremely high priority throughout the setting. Arrangements for safeguarding children are exceptional. Highly skilled staff have a thorough knowledge of how policies can be used in practice and the importance of this to support positive outcomes for children. Highly comprehensive policies and procedures are reviewed on a regular basis to ensure they continue to meet requirements. The organisation and management of the setting is superb with the focus always being on improving outcomes for children. For example, highly skilled staff ensure that planning is extremely flexible to take into account children's individual needs and the next steps in learning are rigorously supported.

Staff use highly effective self-evaluation systems to constantly monitor their service and achieve the highest service standards. This is demonstrated by staff working with an internal quality assurance team to undertake robust audits covering all aspects of practice and provision. Staff are extremely committed to further training opportunities which results in a highly effective and knowledgeable team. There are designated staff assigned to multiple areas of provision. For example, outdoor play and positive behaviour management. The recommendations raised at the previous inspection have been positively addressed, which has a positive impact.

The staff have created a highly stimulating and welcoming environment. All children enthusiastically enter the setting and engage independently with resources. Children are becoming inquisitive learners, asking questions and problem solving across all areas of learning. Indoor and outdoor environments are given equal value and are rich, varied and imaginative. High quality age appropriate resources are superbly used and support children's learning and development across all areas. The outdoor area has been significantly enhanced and offers an extremely wide range of quality resources and experiences.

An equality and diversity policy outlines an excellent commitment to promoting inclusive practice. The staff have a highly comprehensive knowledge and understanding of individual children and as a result their care and development needs are extremely well met. Children with special educational needs and/or disabilities are exceptionally supported by staff and an outstanding liaison with other professionals. Excellent systems are in place to work alongside other professionals to facilitate smooth transitions and a recommendation has been made to further enhance this. Partnership with parents and carers are exemplary. The manager and staff take a lead role in supporting parents, offering parent meetings, signposting to other agencies, undertaking parent questionnaires, gaining feedback on the nursery website, or giving parenting advice. Parents are extremely complimentary and enthusiastic about the care and service provided.

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

Children enjoy a superb range of stimulating learning experiences and make excellent progress in their learning and development. Staff know the children exceedingly well, planning activities which take into account individual interests and capabilities. Regular observations document children's interests and highly skilled staff identify the next steps in their development. Children show a desire to participate and actively contribute to the running of the setting. For example, they help set the table for lunch and enthusiastically show visitors around.

Children are warmly greeted at the door and show a strong sense of security. All children progress in their personal, social and emotional development as staff are superb at encouraging them to participate in routines and give consistent praise. This promotes self-esteem, builds confidence and promotes communication. The staff provide a wide selection of resources to enhance children's communication, language and literacy skills. For example, children access listening stations, use toys to construct their own story, take part in daily phonic sessions and use chalk in the outdoor area for early mark making. Younger children communicate by pointing and repeating simple words and phrases. Activities are planned and differentiated to support children's individual needs. Concentration skills are well developed as children have purposeful and developmentally appropriate learning opportunities.

Children's creativity is superbly supported through a wide range of role play equipment, creative resources and a good range of media. For example children use a range of different cultural dressing up outfits when celebrating festivals around the world. They work together to make wall displays and enjoy multiple role play areas to learn through imaginative play scenarios. Children relish outdoor play and become engrossed in activities, such as, digging for pirate treasure in the compost area, planting strawberries and developing a butterfly garden.

The setting is fully committed in supporting children to develop a full knowledge and understanding of the world. All children are highly valued and engage in a wide range of activities and experiences, which help them to value diversity. For example, children take part in a variety of charity events. Children's welfare is positively promoted. For example, children learn about safety through crossing the road on trips and using 'real tools' when baking. They also take part in emergency evacuations and enjoy visits by the local fire service to promote fire safety issues.

Children take part in music and movement sessions and daily outdoor play which supports them in appreciating the role exercise has in creating a healthy lifestyle. Snacks and lunches are extremely healthy, offering a wide choice of fresh produce and healthy options prepared by a designated cook. Babies and younger children's health, physical and dietary needs are exceptionally well met by staff and this means children are extremely content and settled within the setting. For example, babies are fed at different times according to individual need with homemade food to support weaning.

Children use recycled materials, such as, plastic bottles to make musical instruments. They also reuse birthday cards in creative activities and use waste paper from the office for writing and early mark making. All children have a wide range of opportunities to use electronic equipment and programmable toys with great confidence. For example, a computer, listening station, camera and programmable traffic lights for outdoor play. The impact of this means children are supported in effectively developing skills for the future. As a result, children's outcomes are significantly enhanced.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



