The quality and standards of the early years provision

This provision is outstanding

- Management and staff constantly work to refine their practice in order to enhance outcomes for children. Parents' and children's views are substantially taken into account during evaluation. The capacity for continuous improvement is exceptional due to dynamic continuing professional development and self-evaluation.

- The inspirational planning for children's learning draws on sources including children's interests, information from parents and staff observations. Assessment is exceptionally detailed and monitoring of educational programmes and planning is highly comprehensive.

- The setting forms excellent partnerships with other professionals in order to secure timely interventions for children and families. Partnership working to identify children under three years of age who would benefit from early funded education is highly effective.

- Parents are exceptionally well-informed about their children's progress and have independent daily access to children's learning records. Highly successful means are in place to help parents engage with their children's learning and inform them about early education.

- Children have excellent opportunities through rich, varied and imaginative experiences provided by enthusiastic staff to enhance their learning in all areas. Staff demonstrate outstanding partnership working when developing children's early literacy skills.

- Children show a high level of security due to stability in staffing and excellent key worker systems. Careful organisation of resources ensures that children can make choices and develop independence skills.
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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- During the inspection, the inspector made a tour of the premises and examined documentation for planning, assessment, policies and recording of children’s progress.
- Observations were carried out independently and with management. Discussions were held with managers, teachers and staff, as well as representatives from the local authority. A feedback session was held at the end of the inspection.

Inspector
Jennifer Kennaugh

Full Report

Information about the setting

Spring Meadows Daycare was re-registered under the management of Oldham Council in 2012. It is located close to the centre of Oldham, Greater Manchester, adjacent to the Primary School. The daycare is located within the footprint of Spring Meadows Children’s Centre which is commissioned to the charity Action for Children. The daycare is fully
accessible to all children and there are two separate enclosed areas available for outdoor play.

Spring Meadow Daycare opens Monday to Friday for 51 weeks a year, from 7.30am to 6pm. Children are able to attend for a variety of sessions. A maximum of 73 children may attend the daycare at any one time. There are currently 28 children attending who are within the Early Years Foundation Stage and the setting is registered on the Early Years Register. The daycare provides funded early education for two-, three- and four-year-olds. It supports a very small number of children who speak English as an additional language.

The daycare employs 10 members of childcare staff, of whom two are graduates in early years, one having Early Years Professional Status. Seven staff are qualified to at least level 3 in childcare. The setting receives support from the local authority including support from a qualified teacher. The setting also employs a cook.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to maintain, develop and disseminate the excellent systems of management for further continuous quality improvement and embedded effective practice.

Inspection judgements

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

Practitioners provide rich, varied and imaginative activities which are designed to cover all areas of learning of the Early Years Foundation Stage. Children thoroughly enjoy experiences, such as making 'treasure maps' and using tea bags and water to stain them. They practise using scissors and also develop their mark-making skills to draw the maps. Staff encourage children to recount what they have done, developing their verbal ability through skilled questioning, before extending the activity by helping them to identify symbols on a map of the room that lead to 'treasure'. They delight in shared experiences, such as giving out the 'treasure' so that each child has a bag of glitter, before taking part in more discussion with staff about what they might do with it again developing communication and critical thinking skills. Staff extend the activity by suggesting that the next day's special question should be about the 'treasure', so that children develop recall skills and a sense of time. Children are proud to show that they know days of the week and the month, with some able to say what day it is, demonstrating progress in knowledge and understanding of the world.

Outdoors, children become absorbed when watching staff blow bubbles, before having a go themselves with a variety of wand shapes. Staff use the opportunity fully to reinforce
children’s knowledge of shape, colour and positional language, extending early mathematical vocabulary. Staff thoroughly communicate their enthusiasm to the children who are delighted to show their knowledge to visitors, again reinforcing learning.

Strategies to develop early literacy skills through the Every Child A Talker scheme are widely used throughout the setting, including the placing of text at child level and the inclusion of mark-making resources in role play areas. Children have independent access to a wide range of mark-making resources indoors and outdoors, providing opportunities to develop creativity and fine physical control. Staff engage children in discussion to extend their vocabulary frequently, such as discussing whether the play dough could better be described as peach coloured rather than orange. All staff practice demonstrates an expert understanding of how children learn.

A key strength of the provision is the rigorous approach to planning, observation and assessment, including the quality monitoring of this. Planning draws on staff observations which are incidental and focused, including children’s interests and information from parents. It is clearly displayed in playrooms and whilst being inclusive, it is also recorded to show which child the plan was initially devised for. Planning is exceptionally well-organised between staff and is divided into plans based on interests, themes and enhancements of continuously available activities as a result of observations of children. It is checked monthly to ensure that it matches the observations and next steps in children’s learning records.

Assessment is highly precise and meticulous. It tracks children’s progress from entry to the setting through each half term they attend. A colour coding system shows if progress is secure, emerging or exceeding expectations for the child’s age band during each half term, using the Development Matters guidance to exemplary effect. The system enables key persons to easily identify children’s strengths and areas where more development is needed, so that interventions are timely and any gaps in learning are quickly able to be addressed. Consequently, children make rapid improvements in learning due to precise assessment informing individual planning. The setting has been selected to pilot a version that could be used online within and across local authorities to promote continuity and help children rapidly receive appropriate learning experiences if they move within the greater metropolitan area.

A wealth of highly successful strategies are used to engage parents in their children’s learning. They include the use of teddy bears to take home and both children and parents then contribute to a diary of writing, photographs and drawings, and the provision of pre-writing patterns for children to trace. Play afternoons and key person meetings are very well attended by parents, and they can access programmes of home visits and sessions on site to help them support children’s early literacy. Some parents access a Life Long Learning course about children’s learning as a result of enjoying the open afternoons, developing their skills further. Key persons frequently provide parents with simple suggestions on how to help children learn at home. Children are also encouraged to bring items from home to support learning, such as animal toys when they participate in a series of activities based on a book about animals in a jungle.
The contribution of the early years provision to the well-being of children

The provision operates a key person system in order to support children's emotional welfare, with each child being allocated a primary and secondary key person. A flexible approach means that if a child develops an attachment to another childcare staff member, the key person can be changed after consultation with parents. This supports children's emotional security and demonstrates that their views are taken into account. Consequently, learning can be facilitated due to strong emotional security. Childcare staff show a superb knowledge of children's interests, as a result of observation and talking to them. Staff also seek information from parents each term to inform their care and support for children. Children are extremely confident and self-assured as a result of highly skilled key person practice and procedures.

Children's behaviour is excellent and they show exemplary self-control, such as when staff ask them to move their boisterous role play outside when others are trying to sleep. They use simple tools, implements and toys safely, and can talk about how to keep themselves safe in an age-appropriate manner. Visits from local emergency services help children to learn about safety issues and staff plan activities, such as 'Beep Beep Day' using resources from a road safety charity to develop children's future independence skills.

The setting provides a range of healthy options at meals and snack times for children to select from and the role of fruit and vegetables in a healthy diet is emphasised. Additional dietary needs are well met and staff work with parents to implement changes when needed. Parents comment very positively on the quality of food provided by the setting.

Very high standards of cleanliness are maintained across all areas of the setting and staff are quick to ensure that children have clean noses or have washed their hands after using the toilet. Staff also help children to learn about preventing the spread of infection, such as by explaining why they need to wash a toy when a child with a runny nose has been playing with it, taking the child to help wash it. Children demonstrate an excellent capacity to manage their personal hygiene for their age, even in the under threes' room, using the toilet with minimal staff help.

Resources are easily accessible to children across all areas indoors and outdoors, and where extra storage is needed, boxes are shelved in sight of children with photographs of their contents, so that they can be requested. As a result, children have ample opportunity to develop independence skills and make choices about what they want to do.

Managers and key persons work extensively to ensure that children and families are very well prepared for transitions into, out of and within the daycare, by using visits, discussions and where possible, photograph books about children's next settings. A large display is situated outside the over threes' room to provide information about transfer to reception or nursery and the setting promotes the summer reading books recommended by the local authority for children entering reception. Exemplary steps are taken to smooth the transition for children with additional needs, such as the next setting attending Individual Education Plan meetings well before transfer and arranging hand over meetings between current and future support assistants.
The effectiveness of the leadership and management of the early years provision

Risk assessment is meticulous for all areas of the premises and outings so children can move safely and freely in permitted areas. Security is a high priority at the setting and entry to the daycare is controlled by the children's centre reception staff when this is open. Robust practical measures are taken to safeguard children, including password systems for collection and only having one point of entry or exit at the start and end of the working day when the children's centre areas have closed. As a result, children are well protected from intruders. All managers, staff, volunteers and ancillary staff are suitably checked and vetted. There are rigorous procedures for key person recruitment and performance review to maintain the highly motivated staff team. All documentation related to statutory requirements is completed to an exemplary standard to support the safe and effective running of the setting, including policies to protect children's welfare. Designated staff are responsible for leading safeguarding, special educational needs and behaviour management so that roles are clear.

The daycare works highly effectively with a wide range of other professionals and agencies to promote children's education and welfare, including those based within the children's centre. A key strength is the close partnership with outreach and 'stay and play' workers to identify families with two-year-olds whose outcomes can be improved by funded early education. This is supported by the highly effective partnership with the on-site teacher whose role is to advise on the provision of educational programmes for these children. The daycare demonstrates a proactive approach to ensuring that interventions to meet children's additional needs are made as early as possible, in order to facilitate their learning in the daycare and the next settings they attend.

The principles of equality of opportunity underpin all practice in the setting to secure the best possible outcomes for all children, whatever their needs. Special care is taken to provide bilingual documents for families for whom English is an additional language, so that they are kept well informed. Parents receive daily written and verbal information about their children and have daily access to children's learning records, which are prominently placed in both rooms. Parents are consulted about all aspects of the provision regularly and the actions in response to their feedback are displayed to demonstrate the exceptional commitment to partnership with parents. Information about a wide range of issues, services and local events is displayed to help support families.

The importance of continual professional development is thoroughly embedded and as a result, the highly qualified childcare team is able to enhance all aspects of learning for children, with stability in the team providing additional support for this. Ongoing self-evaluation is extensive and there are systems in place for staff, children and parents to contribute to enhancing the exceptional provision. The managers and staff continually seek to identify areas where practice is strongest and where they could make any further improvements, with support from the local authority. As a result of this rigorous approach, the daycare delivers outstanding learning and care for all children, with local settings sending staff to observe the excellent practice in developing children's early literacy and
mark-making skills. The provision is established with the local authority quality scheme Journey to Excellence and is also part of the Learning Network Support Scheme, in order to further enhance outcomes for children.

What inspection judgements mean

<table>
<thead>
<tr>
<th>Registered early years provision</th>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Grade 3</td>
<td>Satisfactory</td>
<td>Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.</td>
</tr>
<tr>
<td></td>
<td>Grade 4</td>
<td>Inadequate</td>
<td>Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.</td>
</tr>
<tr>
<td>Met</td>
<td></td>
<td></td>
<td>The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.</td>
</tr>
<tr>
<td>Not Met</td>
<td></td>
<td></td>
<td>The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.</td>
</tr>
</tbody>
</table>

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: EY444764
Local authority: Oldham
Inspection number: 785126
Type of provision
Registration category: Childcare - Non-Domestic
Age range of children: 1 - 5
Total number of places: 73
Number of children on roll: 28
Name of provider: Oldham Metropolitan Borough Council
Date of previous inspection: Not applicable
Telephone number: 0161 770 8809

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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 that are usually their 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.
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