

# Baytree Park Day Nursery

Joshua Lane, Middleton Junction, Middleton, Manchester, M24 2AZ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 11/04/2013 |
| Previous inspection date | 21/02/2012 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 2 |
| The contribution of the early years provision to the well-being of children            |                         | 2 |
| The effectiveness of the leadership and management of the early years provision        |                         | 2 |

## The quality and standards of the early years provision

### This provision is good

- The key person system is effective in supporting children to feel happy and secure and they form strong attachments with staff.
- The setting provides a welcoming environment where children can move around safely, indoors and outside.
- Children play independently and readily access a good range of age-appropriate equipment. This enables them to follow their own interests and make good progress in their learning.

### It is not yet outstanding because

- There is scope to improve the use of information obtained from observing children to better understand their level of achievement, so that they make the best possible progress in their learning and development.
- Some aspects of partnership working are not fully robust as there is scope for the nursery to develop the existing ways that parents contribute towards the records of their child's learning.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed the children's activities in the setting, which included indoor and outside play and mealtimes.
- The inspector looked at children's records and a selection of other documents and spoke with the deputy, manager as well as staff and children throughout the inspection.
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## Inspector

Sandra Harwood

## Full Report

### Information about the setting

Baytree Park Day Nursery was registered in 1994 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Middleton area of Manchester and is managed privately. The nursery serves a wide catchment area and is accessible to all children. It operates from several playrooms. Each room has a designated outdoor area for play.

The nursery employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications from level 2 through to level 6.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 102 children attending, who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- make better use of information obtained from observing children to understand their level of achievement and to help children make the best possible progress in their learning and development
  
- enhance existing ways that parents share information, for example, by promoting an ongoing dialogue or sharing of regular two-way observations on learning with parents and using this shared knowledge and understanding to plan together and think through ideas of how to move the child forward.

### Inspection judgements

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

Children and parents are given a warm and friendly welcome as they enter the setting. Each room is inviting, with a range of displays and hangings, making the environment rich with colour, print and numbers. Photographs of children engaged in activities are displayed around the setting and this supports their growing self-esteem and recognition as they look at them with parents.

Children are busy and engaged for the whole of their time in the setting. Staff use their knowledge of their key children's skills and interests to plan for next steps. They record observations of children and use them to inform planning. However, not all observations are used effectively to inform assessment and tracking and help children to make the best possible progress. Following recent training, the progress check at two years is being implemented. Staff have a good understanding of how children learn and offer a balance of adult-led and child-initiated activities to support this. They skilfully adapt and steer children's learning. For example, children roll wheels across the room and staff encourage them to do this safely by creating a game where they take turns to roll the wheels at targets.

All toddlers enjoy exploring interactive toys and joining in with favourite songs and rhymes. On the day of inspection, children in the pre-school room display high levels of confidence and show that they are gaining many skills in preparation for the next stage in their learning, such as starting school, as they make marks in a variety of ways. Notices around the setting about the areas of learning, tips on 'using dummies' and the impact on speech and verbal interaction help encourage parents to become involved in their children's learning.

Good use is made of mathematical language to help children learn about numbers in relation to their individual development. For example, staff develop toddlers awareness as they count 'one, two' during their play and when they go through to the dining room for mealtimes. Older children develop their understanding of mathematical language as they use different size and shapes of containers in sawdust. They talk about filling and emptying. Younger children are finding out all about height and length as they use height charts to continually measure themselves to see if they have grown.

Staff skilfully interact with younger children as they make play dough. They ask questions to help extend the children's thinking and give them time to respond. This effectively supports children's speaking skills. Staff demonstrate how they support children's communication as they follow their lead, such as using tubes to encourage them to make noises. Staff caring for babies and young toddlers ensure they position themselves at the correct level, so that children can make good eye contact and respond positively to smiles and gestures. This supports the development of their communication skills as well as their personal, social and emotional development.

Babies have lots of space to crawl, roll and practise their walking. Mirrors positioned at their level support their self-recognition skills. Opportunities to explore natural materials support the development of understanding the natural world. Older children develop understanding of differences as they learn about the customs of various cultures through activities, such as creating rangoli patterns. They celebrate each other's birthdays and have books and small world resources to help them to understand disability.

### **The contribution of the early years provision to the well-being of children**

Babies and children across all age ranges show good levels of confidence, being secure and settled. They have warm caring relationships with their key person and with other

staff. This supports them as they settle into the setting, move to different rooms and eventual transition to school. Staff gather good information from parents to ensure children's individual health, dietary needs, likes and dislikes are fully met.

Staff caring for babies are experienced and attentive to their individual needs. Babies are able to sleep according to their needs and are comforted when needed through cuddles and gentle reassurance. The inspector observed older children, who sleep being supported by staff as they sit with them and give verbal reassurance and/or strokes or pats until they settle. Others, who choose not to sleep, engage in their chosen activities in the main playrooms. Younger children have comforters available at anytime. This helps them to remain settled and secure. Older children are motivated and eager to learn. They happily show visitors round their rooms, giving clear information as to the activities, which they have been engaged in. This means that they feel secure and actively engage in their own learning.

Children behave well because there are clear boundaries in place. Staff give good explanations and reminders when required. For example, they remind children to use 'kind hands' when they push each other. Younger children, such as toddlers and babies, are well supervised to ensure that they treat each other with kindness and begin to develop an understanding of tolerance and respect. Staff support them in learning to share, take turns and show consideration for each other. Children respond well to praise and encouragement, which helps them to develop their confidence and self-esteem.

Children across all ages in the setting learn to take responsibility, as staff encourage them to help tidy away play things in readiness for snack or mealtimes. Staff are positive role models in all their interactions with children. Regular fire drills and support as children access outdoor climbing resources, along with regular reminders of walking indoors, develop children's understanding of keeping themselves and others safe.

Children enjoy a range of healthy and nutritious meals that are freshly cooked on the premises each day. Children in the pre-school room encourage visitors to wash hands when they finish playing because of germs. Younger children are supported in this understanding as staff talk to them about germs as they wash their hands. Children have daily opportunities to enjoy their own outdoor play area, which supports their physical development and understanding of exercise and being healthy.

Staff work with parents and take positive steps to ensure transition times operate smoothly. For example, children visit their new room for increasing lengths of time prior to their move. This enables them to secure new bonds with staff and their key person. A transition sheet highlights children's individual needs and interests to ensure continuous support. Recently, concerns have been raised about the nappy changing procedures with the setting and consequently, new recording has been introduced. On the day of inspection, the inspector found this was in use and staff regularly check children's nappies and record accordingly.

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

Recruitment and vetting is secure. Required checks are carried out to ensure that staff and students starting at the setting are suitable to work with children. A clear induction helps them to understand the policies and procedures that are in place. As a result, staff and students understand their roles and responsibilities. Children play in a safe and secure environment as staff carry out regular checks and ensure that gates and doors are secure at all times. Parents are reminded to follow this practice via notices posted on gates and doors, highlighting the importance of securing these for children's safety.

Staff have a clear understanding of the how to refer concerns if they suspect a child is in need of protection. Policies and procedures in place for the safe running of the setting and the protection of children are in place. This means that children are safeguarded well. The setting continually evaluates practice through a variety of methods. For example, management seeks the views of parents through surveys and staff in team meetings. The setting works with the local authority to further identify areas for development, for example, changes introduced in the baby room have created a calmer environment for them.

Regular appraisals and room team meetings help to monitor staff knowledge and training needs, so that staff are supported in improving their skills. Continuing professional development is encouraged and some staff are able to progress to holding higher levels of responsibility with the setting. The deputy monitors the learning environment and the activities offered to ensure a good quality of teaching and learning is maintained. Staff implement the revised Early Years Foundation Stage well. They ensure the safeguarding and welfare requirements are met and that children benefit from good quality teaching. Assessment is generally effective, although, there is scope to extend the use of information gained from observation to enhance the tracking of children's progress. Processes for monitoring practice are efficient and this ensures that self-evaluation processes are effective.

Partnerships with parents are developed to support children's needs and learning. Parents spoken to on the day of inspection and feedback from surveys state that they are pleased with the setting and feel that staff are very friendly and approachable. They receive verbal feedback daily about their children and they are aware that they can access children's records when they wish. However, some spoken to mentioned that more formal opportunities, such as consultation evenings, would be helpful. This issue has already been identified by the setting and arrangements are under discussion. Links with external agencies ensure support for children with special educational needs and/or disabilities are effectively provided. When required, outside agencies visit the setting to support staff in meeting all children's needs and this provides a shared approach to children's health and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

| Grade   | Judgement    | Description   |
|---------|--------------|---|
| Grade 1 | Outstanding  | 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.  |
| Grade 2 | Good         | 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.  |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.  |
| Grade 4 | Inadequate   | Provision that is inadequate requires significant improvement and/or enforcement action. 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. |
| Met     |              | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |              | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.   |

## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 511126                   |
| <b>Local authority</b>             | Oldham                   |
| <b>Inspection number</b>           | 907279                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 100                      |
| <b>Number of children on roll</b>  | 102                      |
| <b>Name of provider</b>            | Gary Parkinson           |
| <b>Date of previous inspection</b> | 21/02/2012               |
| <b>Telephone number</b>            | 0161 653 7589            |

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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, which are usually the childminder's 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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