

# Little Petals Day Nursery

142 Derbyshire Lane, Stretford, MANCHESTER, M32 8DU

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 25/03/2013 |
| Previous inspection date | 28/10/2009 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2 |
|  | Previous inspection:    | 3 |
| 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

- Children exhibit a strong sense of security and are settled and happy.
- An effective key person system allows continuity of care for children and allows staff to build up a full knowledge of each child and their individual needs.
- Staff share information with parents and other professionals which supports children being well supported during times of transition.
- Observation and assessment is used well to identify children's needs which are incorporated into focussed activities which engage children in learning.

### It is not yet outstanding because

- Children play with a very good range of resources which celebrate diversity. However, dual language books are less well-used, which hampers some opportunities for children to explore differences in a range of languages and texts.
- There is scope to encourage parents to support and share information about their child's learning and development at home.

## 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 observed activities and children at play throughout the inspection.
- The inspector spoke with children, staff, parents and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at self-evaluation processes to ensure that they supported quality outcomes for children.

## Inspector

Elisia Jane Lee

## Full Report

### Information about the setting

Little Petals Day Nursery was registered in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a Victorian semi-detached house in the Stretford area of Manchester. It is privately managed. The nursery serves the local area and is accessible to all children. It operates from the basement, ground and first floor and there is a fully enclosed area available for outdoor play.

The nursery employs 17 members of child care staff. Of these, one holds Early Years Professional Status, two hold appropriate early years qualifications at level 5, seven hold qualifications at level 3, three hold qualifications at level 2 and four are unqualified.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 57 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- consider developing further opportunities to explore equality and diversity through using dual language books
  
- consider developing further ways to involve parents in children's learning, in order to identify children's needs and ensure that they are well supported by all of their carers.

## Inspection judgements

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

Children are making good progress towards the early learning goals because staff have a high level of awareness of how to support children in their learning and development. Staff develop their knowledge of children through undertaking regular observations as children play. This allows staff to identify where children are in their development stage and plan next steps for their individual learning needs. Planning is developed through children's observations, which means that staff plan activities that engage children

through their natural interests. Children progress is effectively recorded and tracked to ensure that purposeful activities and opportunities support children as they move towards the early learning goals. Staff use their skills to promote learning through asking questions. For example, staff support children as they play with animals in water by posing questions. For example, 'Do you think penguins like swimming?' and 'What sound does a shark make?' This supports children's language skills and reflective thinking.

Educational programmes cover the seven areas of learning, offering a depth and breadth of learning opportunities across all areas every day. For example, babies access sensory activities as they play with activity centres, while older children explore construction blocks and role play. The pre-school uses a range of strategies to support learning. For example, children develop their literacy skills by self-registering as they enter the pre-school room. Children use a whiteboard to write their name. Staff attend training which allows them to refresh their skills as they support children. For example, staff have recently completed a training session on 'undertaking quality observations', which ensures that staff gain a well informed knowledge of each child. Children are confident and make their needs known very well. For example, at 'tidy up time', younger children confidently point to empty spaces in the storage unit to show staff where resource boxes should be. Older children make verbal requests and are confident in asking staff for help as they play. Children have multiple opportunities to explore early writing and drawing skills. For example, all rooms have walls which have been turned into blackboards so that children can chalk at anytime they wish. Children also access easels, paint, water and sand. Children are beginning to recognise shape by using resources, such as shape sorters and jigsaws. This allows children develop their problem-solving skills.

The nursery promotes children's understanding the world through a variety of activities. For example, the nursery invites the local Fire Service in to talk to children about the dangers of fire and keeping safe. Staff encourage independence and self-care skills throughout the nursery. For example, children put on their own coats for outdoor play, use tissues to wipe their own noses and wash their hands before snack. Children show a self awareness and comment 'It's to get rid of the germs'.

The nursery celebrates different cultures and festivals, offering activities which engage children. For example, children have recently taken part in activities for Easter. Children have made paper mache eggs which they have then decorated. Resources to support children's understanding of different cultures and the wider world are well used. However, resources which identify and celebrate different languages and different texts are used less. This impacts on children's developing knowledge of the diverse world we live in and the different languages that we speak. The nursery is well resourced and children access resources independently as they initiate their own play. Resources are of good quality and are age and stage appropriate to offer a range of quality learning experiences. For example, younger children explore a range of sensory resources, stacking toys and posting activities, while older children access water play, puzzles and role play. Children access resources independently as resources are stored on open shelving or drawer units.

Parents are informed about their child's development through parents evenings and daily verbal feedback. Parents support children's learning by contributing to baseline assessments and the progress check at age two. Parents receive regular newsletters and

take part in questionnaires. However, there is scope for increased opportunities for parents to share information about their child's learning from home.

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

There is a well-organised key person system in place which supports children in forming positive attachments with staff. For example, the nursery offers 'staggered starts' which allows children to build attachments with their designated key person. Children invite staff to join them in their play which shows that children are settled. Children participate in a wide variety of fun and challenging activities. For example, children take part in an annual sports day, dress up for Comic Relief and invite the 'Wild Road Show' into nursery, where children look at spiders and snakes. Staff are good role models and children are very well behaved. Staff praise children, and encourage turn taking, such as when children want to use the trampoline in the outdoor area.

Staff work well with children to support them to feel settled and secure, as a result children enjoy coming to nursery and are settled. Secure attachments with staff are evident as children request staff to join them in their play and independently go to staff for comfort. Children's individual needs are well met. For example, babies sleep when they wish rather than having a 'set time' designated by their keyperson. Children with additional needs are skilfully supported through the designated staff member who is trained in supporting children with additional needs. Staff attend multi-agency meetings to ensure that children's individual needs are identified and effectively met. Members of the management team who are not counted in the ratios are always available to offer extra support if required.

Children are encouraged to learn about healthy lifestyles through daily outdoor play, walks in the local environment, music and movement sessions, and eating healthy food. Meals offer daily healthy choices such as chicken korma, sausage and mash, and cheese and broccoli bake. There is a designated cook and food is freshly prepared on the premises on a daily basis. Children develop their self-care skills through accessing drinking water, washing their hands and getting dressed. Children learn to be safe through discussion and by safety procedures such as wearing seat belts in the nursery car when they are collected from different providers.

Children are well prepared for the next stage in their learning through good transition procedures. Transitions from room to room are well-executed, with key persons meeting to discuss children's development file, the summary of learning and tracking data. Children have staggered starts as they move throughout the nursery to ensure that they are 'stage ready' to be in the next age room. Transitions to other providers are well supported, a transition document is used which summarises children's current interests and developmental stage. This information is shared with other providers, which supports children as they move onto school. This shows good awareness of the importance of effective partnership working.

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

Children are safeguarded and well protected in the setting because staff have a good knowledge of the safeguarding procedures, have attended safeguarding training and are aware of who to contact should they have a safeguarding concern. Children are well supervised, and the staff are vigilant in ensuring that children stay safe. For example, staff undertake 'opening and closing' checks for each room to ensure that the environment is safe and fit for purpose. In addition, written risk assessments are in place for the indoors, outdoors and while children are on outings which help to minimise risks. Staff are aware of appropriate routes should they need to evacuate the building, abide by a no smoking on the premises policy and make sure that personal mobile phones are always locked away. This means that children are cared for in a safe environment where staff give a high priority to children's safety. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

The nursery runs from a converted house and has an independent building in the grounds which is used for pre-school children. This is an effective use of space as it ensures that rooms are designated to care for children through different ages and abilities. Age appropriate resources support children indoors and outdoors. The staff understand their responsibilities in meeting the learning and development requirements and consistently assess and monitor learning programmes and children's progress towards the early learning goals.

Staff undertake self-evaluative practice which highlights strengths and weaknesses in the nursery provision. Once areas for development have been identified, staff are pro-active and have a positive attitude in bringing about continued improvements. Managers take into account different points of view and work hard to listen to parents and develop the provision. In addition, the nursery works closely with the local authority and has undertaken a variety of audits which identify areas for development.

The managers support continued professional development through staff appraisals, supervisions and staff meetings. Effective procedures for selection and recruitment of new staff are in place. Students and new members of staff shadow more experienced staff members, so they can build their knowledge of the children and how the nursery operates. In addition, staff are monitored by management to assess their knowledge and practice. Staff undertake statutory training and attend regular in-house training sessions.

Staff have strong partnerships with parents. Effective lines of communication are supported through daily verbal feedback, parents newsletters and the parents notice board. Good relationships with other professionals are firmly established. The nursery works with speech and language therapist, local authority advisors and the early years disability team. These partnerships contribute well to supporting children's learning and welfare needs.

### **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>     | EY391206                          |
| <b>Local authority</b>             | Trafford                          |
| <b>Inspection number</b>           | 910226                            |
| <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>      | 48                                |
| <b>Number of children on roll</b>  | 57                                |
| <b>Name of provider</b>            | Little Petals Day Nursery Limited |
| <b>Date of previous inspection</b> | 28/10/2009                        |
| <b>Telephone number</b>            | 0161 865 7575                     |

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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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