

Little Red Day Nursery

48-50 Stamford Street East, Ashton-Under-Lyne, Lancashire, OL6 6QH

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| Inspection date | 06/06/2013 |
| Previous inspection date | 08/02/2010 |

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| The quality and standards of the early years provision | This inspection: | 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

- Relationships with parents are strong. They receive good information about their children's progress, and actively contribute to the nursery's plans for improvement.
- Children behave well as staff provide them with clear boundaries.
- Children with additional needs and their families are supported well by an experienced staff team.
- Children are motivated and eager to learn as staff plan activities that are based around children's interests and next steps in learning.

It is not yet outstanding because

- Partnership working with other early years providers is not yet fully embedded to consistently share information about children's learning, in order to complement and support their future development.
- There is scope for the leaders and managers to develop the monitoring of different groups of children so they can make comparisons on progress, in order to identify further improvements to practice.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms within the nursery and during outdoor play. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, owner and area manager.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting with the manager and area manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications, and children's learning journals.

Inspector

Joanne Ryan

Full Report

Information about the setting

Little Red Day Nursery was re-registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a residential area of Ashton-Under-Lyne, and is managed by a limited company. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 31 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional Status. 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 181 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports 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:

- strengthen existing partnerships with other early years providers to consistently share children's learning, in order to complement and support their individual developmental needs

- develop the current system for monitoring all children's progress to be able to make comparisons between different groups of children, in order to identify where practice may be enhanced.

Inspection judgements

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

Staff have a good understanding of how to promote learning and development. Children's starting points are thoroughly assessed when they first start attending the setting. The key person works in partnership with parents to obtain this information. It is then used to inform the initial planning, contributing to children feeling secure and welcome. Children access a range of activities and staff provide appropriate levels of support to ensure that children are making good progress in their learning and development. Observations and assessments are completed in all sections of the nursery, and parents are given observations sheets to complete at home, which enables the key person to identify children's next steps in learning. Consequently, children's individual needs are fully met.

Teaching techniques are strong and staff confidently encourage children to develop their own play, offering support and encouragement when needed. For example, children pour water down tubes with buckets and question what will happen if they make the tube higher. The staff support them by finding items with them to hold the tubes up at a higher angle, and encourage them to test out their ideas. Children are, therefore, developing the skills they require for school.

Staff support children's communication and language skills by engaging in stories together and singing songs. They use picture symbols to support the children's understanding of instructions. Children have lots of opportunities to engage in sensory activities, such as, painting, foam, sand and water, to promote their skills in expressive arts. Children are offered a wide range of opportunities that promote their physical development. For example, pre-school children have continuous access indoors and outdoors, and all children have access to an indoor physical play area.

Staff work exceptionally well with children who have special educational needs and/or disabilities. They pay close attention to ensuring that all children are supported and take an active and meaningful part in the activities and everyday routines of the setting. For example, they change the layout of the room and provide specialist equipment to ensure children who require extra support can still be independent. Children with English as an additional language are well supported as staff gain key words in the children's home language and use flash cards to support their understanding.

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

There is an effective key person system in place. They quickly get to know the children because they gather a wide range of information from their parents. They are, therefore, able to ensure that children are always offered appropriate support and their individual needs are consistently met. Parents describe how they use the home-link books to continuously share information about their child. This contributes to children feeling secure at the setting. Children develop a good sense of belonging because staff recognise the importance of celebrating their home backgrounds. They create family trees where children and staff can view photographs of family members throughout the day. Children are developing their independence as they each have an individual locker for their belongings and readily place their pictures or items of clothing in there.

Children benefit from varied, nutritious meals and snacks that are freshly prepared on the premises. They are given a menu with a picture of their lunch so they know which meal to expect. Dietary needs are taken into account. Fresh drinking water is available in all rooms and outdoors for children to help themselves. Children have fun practising their physical skills outdoors every day and joining in dance and movement sessions, all of which contributes to a healthy lifestyle.

Staff contact the school that children will move to and invite the teacher to visit children at the setting, and they pass on information about children's development. This helps children to make a smooth transition. Transitions through the nursery are well managed,

with the views of parents taken into account and staff carefully deployed to ensure children have the security of a familiar face as they settle in. Children are emotionally secure, which prepares them well for the next stages in their life.

Children's behaviour is very good in the nursery because staff are positive, calm role models. They consistently praise, value and encourage children. As a result, children display high levels of confidence and self-esteem. Staff deploy themselves effectively, supporting the children in their play and building relationships. Therefore, children feel safe and secure in their environment. Resources are organised so children can access them independently and confidently explore their environment.

Older children are independent in taking care of their personal needs, such as using the toilets, washing their hands and getting dressed to go out to play. Staff minimise risks of spreading infections by regularly wiping younger children's noses and wearing protective gloves and aprons while changing nappies. Children learn to recognise risks and keep themselves safe as they are given explanations by staff. For example, staff remind children to walk within the nursery.

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

Effective arrangements are in place to safeguard children's welfare. Clear recruitment procedures ensure that all staff are appropriately vetted and are suitable to work with children. Staff attend child protection training and have a good understanding of their responsibility to provide a safe environment for children. They know what steps to take if they have concerns about a child's welfare. Policies and procedures work well in practice due to a thorough induction process and staff working effectively together as a team.

Staff performance is monitored through regular appraisals, and any training and development needs are promptly identified. This helps ensure the nursery has a well-trained and supported staff team. Staff meetings and room meetings enable staff to contribute ideas and share information. The manager regularly monitors practice in the rooms. These systems all contribute to improving practice and outcomes for the children.

The registered provider and manager are committed to providing a high quality service and maintaining continuous improvement. They have a good understanding of the setting's strengths and areas to develop, and action plans are in place. Parents' opinions and suggestions are actively sought and used to shape the service. For example, there is a 'delighted or unhappy' box in the reception area and a suggestion box where parents can offer suggestions that would help to improve the nursery.

Children's development and learning records are shared with parents and they are asked to contribute to these, promoting consistency in experiences. Information is shared through displays, photographs, digital pictures and regular newsletters. A great emphasis is placed on parents being included in the nursery. For example, they are invited to participate in their child's activities and view their display work. Close collaboration with the local authority and effective networking with a wide range of professionals ensure that

children with special educational needs and/or disabilities receive the support they need to make good progress. However, partnerships with other early years providers are less well established to consistently share information about children's learning, to complement and support their developmental progression.

The manager and area manager have a good understanding of their responsibility to make sure the learning and development requirements are covered. There are a broad range of experiences and activities to help children progress in their learning and development. Staff consider the individual needs, interests, and stage of development of each child. The manager monitors the educational programme by checking the planning and learning journeys to ensure children are making progress. The system for comparing children's progress is still in its early stages, therefore, the manager is not yet able to identify if there are any patterns in children's development which would further contribute to the development of practice.

The Childcare Register

The requirements for the compulsory 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

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| Unique reference number | EY394585 |
| Local authority | Tameside |
| Inspection number | 916928 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 130 |
| Number of children on roll | 181 |
| Name of provider | Kids Zone Mossley Limited |
| Date of previous inspection | 08/02/2010 |
| Telephone number | 0161 3434070 |

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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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