

# Just 4 Two's @ Bridgehall

Abacus Bridgehall Children's Centre, Cuddington Crescent, Bridgehall, STOCKPORT, SK3 8LX

## Inspection date

07/10/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 are confident and happy; they form positive relationships with staff and are ready to learn.
- Staff have a good understanding of how children learn and develop. They provide good support to extend children's learning so children progress well.
- Staff give high priority to supporting children's development in communication and language through conversation, singing songs and reciting rhymes. This means children become confident communicators.
- Robust systems are in place for staff recruitment and training. This means children are cared for by suitably qualified and vetted staff. As a result, children are kept safe.

### It is not yet outstanding because

- There is scope to promote further the ongoing dialogue with parents about their child's learning so that children benefit consistently from a shared understanding and common approach to supporting their progress.

## 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.

## Inspection activities

- The inspector observed children playing in the playroom and outside area.
- The inspector observed children's care routines.
- The inspector held discussions with the management team and staff.
- The inspector gained the view of parents, from evidence provided by the manager and staff.
- The inspector examined records and documents provided by the manager and staff.

## Inspector

Nicola Kirk

## Full Report

### Information about the setting

Just 4 Two's @ Bridgehall was registered in 2013 on the Early Years Register. The 'Just 4 Two's' is one of six provisions managed by Marple Childcare Ltd, a 'not for profit' co-operatively owned company. The nursery operates from a ground floor room in Adswood Children's Centre, in the Adswood area of Stockport. Children have access to a large playroom and a secure outdoor play area.

The nursery provides care for children aged two years who can attend for 15 hours a week. It is in receipt of funding for the provision of free early education. The nursery is open Monday and Wednesday from 9am to 3.15pm and Friday from 12.30pm to 3pm, term time only. The nursery employs four members of staff. The deputy and manager both hold a BA (Honours) Degree in Early Childhood Education and the deputy also holds Early Years Professional Status. One member of staff holds a qualification in childcare at level 3 and one holds a qualification in childcare at level 2. There are nine children on roll in the early years age range. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

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

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

- enhance the ongoing dialogue or regular sharing of two-way observations on learning with parents and use 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 have access to a wide range of interesting activities. They enjoy exploring a range of media and material, using glue and scissors to make models from recycled materials and pictures, mark making on easels, playing with large construction blocks and cardboard boxes. Staff take advantage of such experiences to extend children's knowledge and thinking skills. They listen carefully to what children say and encourage further thought and discussion. Staff are skilled at developing children's learning by extending their play. They ask open-ended questions and encourage children to solve problems and explore.

The children learn about the natural world through investigating a collection of autumn objects and blowing bubbles. Staff talk to the children while they play and explore,

encouraging them to explore the textures, supporting them to learn new vocabulary. Children freely play with numbers, calculators and different sized teddy bears. Staff encourage them to compare the size of conkers, construct and build with large building bricks and other construction toys. They encourage counting during games outside or as children are drawing. These all help children's mathematical understanding of shape, space and number. Development of children's communication and language skills is supported well through the daily use of stories and songs. Staff use visual props to support children in speaking and learning new words. Children choose from a box of objects, to enable them to select and join in with songs, such as 'Hickory dickory dock'. Visual timetables are used for children to help them understand the day's routines. Children learn that print conveys meaning as they find their name on their mat at snack time and circle time.

The playroom is thoughtfully laid out to encourage children to explore and choose activities to play with. Resources are well-organised and clearly labelled, so helping children to become independent learners. A range of resources and books are available to help children gain awareness of other cultures. Staff find out about children's home languages and gather key words from parents. This helps support children who speak English as an additional language to make progress in speaking and listening. Staff support children to play cooperatively with each other; they are learning to share and take turns. Consequently, they are learning the skills that they need to be ready for school.

Children are making good progress, taking into consideration their starting points and individual needs. Staff show a good understanding of how children learn and develop. They use this knowledge to plan interesting activities. Staff make accurate observations of children's play and use this information to plan interesting activities to meet children's individual needs and interests. They record these observations and photos of the children playing in learning journals and share them with children, which encourages them to talk and reflect on their learning. Staff plan the children's next steps in learning journals, to share with parents. However, this ongoing dialogue with parents does not consistently include planning together and thinking of ideas together to move the child forward.

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

There is a good key person system, which helps to build positive relationships with parents. This system helps staff to gain a good understanding of each child's likes, dislikes and stage of development before they enter the nursery. This is recorded in each child's 'All about Me' document. They form positive relationships with children and parents, so children feel emotionally secure and separate from their parents easily. Staff plan activities and adapt the room to support children to feel welcome. They encourage children to bring familiar objects from home, which helps the children to feel secure in the nursery.

Children are happy and confident to play and explore, showing that they feel safe and secure. Consistent daily routines help children to understand what is happening next, such as learning that snack time comes before circle time. These routines are flexible in order, to meet the needs of all children, such as to allow children to sleep when they are tired. Staff ensure that children remain safe in the nursery, For example, they carefully explain

any dangers so that children gain awareness of keep safe. Children's good health is promoted well. They are encouraged to wash their hands before eating and staff talk to the children about why it is important to do so. Children are given choices of healthy snacks at snack time and lunchtime and learn about a healthy diet. They are encouraged to be independent and serve themselves and staff support the children in spreading their own crackers and pouring drinks. Mealtimes are a sociable time and staff sit with the children and talk to them about their day and events from home.

Staff are good at praising children and supporting them to share and take turns. Staff remind children of the 'rules' and how to be kind to each other, using photos of the children playing. Consequently, children display good behaviour and play together well, sharing and taking turns. There is a stimulating and welcoming environment and children have access to the outside play area. They benefit from having plenty of fresh air and physical exercise. There are many enjoyable, outdoor, physical play resources and activities. Staff play with children and encourage them to run around catching bubbles, support them on the seesaw, climb on tyres and a climbing frame and play with large construction blocks. Most children will go to the school that is based on the same site as the nursery. Children benefit from visits from the nursery teacher and visits to the nursery they are moving to. Therefore, they are well-prepared for their transition to other settings and then onto school.

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

The provider has a good understanding of the requirements for the Statutory framework for the Early Years Foundations Stage. All staff have undertaken safeguarding training and demonstrate a good knowledge of safeguarding procedures. They understand what to do if they have concerns about a child. The nursery has clear policies and procedures, which are implemented consistently by staff. There are robust systems in place for the recruitment and induction of new staff, ensuring that any person appointed is suitable for their role. The management team, reflect on the care and education given to children. They identify appropriate areas for development to bring about improvements. Staff benefit from regular staff meetings and supervision meetings and they are encouraged to develop their knowledge and skills through training opportunities and gaining professional qualifications. The manager is currently studying to obtain the early years teacher qualification and another member of staff is studying for a degree in early childhood studies. As a result, children benefit from skilled and enthusiastic staff who have a very good understanding how children learn, which means they make good progress in their learning.

Staff understand how to implement the planned educational programmes. The nursery works with the local authority to develop systems for assessment and tracking of children's progress. Staff use effective observations well to identify children's individual stages of development and plan stimulating activities and as a result, children make good progress. Assessments are monitored by the managers to ensure that all children receive an individualised learning experience that meets their individual needs. Children are encouraged to become independent learners, which helps them to be ready for school.

Partnerships with parents are positive. Staff value parents' views and share information with them regularly. Staff work well with parents and other professionals to identify children's individual needs and ensure that children receive additional support when needed. Staff give daily feedback to parents, via daily diaries, text messages and speaking to them at the end of the session. They also keep parents informed about their child's progress and next steps at termly parents' evenings. Parents value the nursery and feel their children are making good progress. Staff support children with special educational needs and/or disabilities to make good progress through linking with other agencies and their parents. Staff also link with other agencies to complete the progress check at age two to ensure any gaps are identified so that all children are fully supported.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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>	EY460762
<b>Local authority</b>	Stockport
<b>Inspection number</b>	913109
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	9
<b>Name of provider</b>	The Marple Childcare Company
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01614274730

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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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