

Educare For Early Years @ Radcliffe

Mill Bank, Radcliffe, Manchester, Lancashire, M26 1AJ

Inspection date	08/11/2013
Previous inspection date	14/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 happy, settled and have good relationships with their key person. Their personal, social and emotional development is promoted well.
- Partnerships with parents work well to provide continuity of children's care routines, and the good two-way flow of information helps to support their learning and development.
- Effective teaching encourages the children to participate in activities that are new to them. This enables them to engage in a broad range of activities that interest them.
- All staff place high importance on children's welfare and safety. This means children are well protected. Efficient risk assessments ensure children play and learn in a safe environment.

It is not yet outstanding because

- Daily routines, such as snack time and playing outdoors, sometimes interrupt the children's involvement in their play and learning.
- Mealtime arrangements do not exploit opportunities for pre-school children to develop independence and enjoy more social interaction with their key person.

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 sampled a range of documentation including children's learning journeys and planning.
- The inspector observed children playing in the indoor and outdoor learning environments.
- The inspector talked to children, staff and the management.
- The inspector sampled a range of documentation including risk assessments, safeguarding policies and procedures and records for monitoring room temperatures when children are sleeping.
- The inspector was given a tour of the setting, and a joint observation was made by the inspector and the quality assurance manager of a mealtime and of a member of staff who was leading a small group activity.

Inspector

Elaine Canale

Full report

Information about the setting

Educare For Early Years @ Radcliffe was registered in 2005 and is on the Early Years Register. It is situated in purpose-built premises in the Radcliffe area of Greater Manchester, and is one of three nurseries owned by the registered provider. The nursery is accessible to all children and there is an enclosed area for outdoor play.

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 98 children on roll who are in the early years age range. The nursery provides funded early education three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 22 members of childcare staff, 20 of whom hold appropriate early years qualifications at level 2 and above, including one with Early Years Professional Status. The nursery is a member of the National Day Nurseries Association and receives support from the local authority.

What the setting needs to do to improve further

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

- review the organisation of the daily routine to ensure children have uninterrupted time to play, explore and become deeply involved in their chosen activities
- enhance opportunities for key persons to enable mealtimes to be more social and support children's increasing independence skills, for example, by encouraging children to serve themselves and pour their own drinks.

Inspection judgements

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

Staff have a secure knowledge of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. As a result, there is an appropriate balance of adult-led and child-initiated play. Teaching is good, staff observe children at play to see what they can do and record each child's achievements in their learning journals. Staff assess children's progress regularly and effectively use the information they gather to plan play activities and experiences that build on children's interests and achievements. Consequently, all children enjoy their learning and are well prepared for their next stage, such as moving on to school. For example, when children show an interest in a traditional tale about a gingerbread man, staff plan a range of

experiences including painting, playing with dough and making gingerbread men. Staff use details on children's record forms to identify their starting points and their routines at home, which helps staff to plan relevant and meaningful activities from the outset. Therefore, children settle in easily and are ready to learn through planned, purposeful play. Overall, children access a wide range of resources which support the seven areas of learning and development. Daily routines, such as snack time and planned times for outdoor play, sometimes interrupt children's play. As a result, there is scope to review routines of the day so that children to have more time to follow their interests and become fully engrossed in exploring their own ideas.

The garden area is a popular place for the children, as it has been well set out and has areas for different types of play. For example, one area has climbing wall and another is set up for play with bicycles. A range of different textured fabrics are available for children to explore as they hide under them and hold them as they dance in the wind. There is an area for children to plant and grow tomatoes and strawberries, which the children then eat. Staff make good use of visitors coming into the nursery to extend children's learning experiences. For example, children and staff enjoy a singing session, accompanied by a visitor who plays a guitar and introduces the children to a range of musical instruments. The staff and babies take part in 'baby moves', which encourages even the youngest children to respond by moving their bodies in time to the music and explore a range of sensory experiences. Staff promote children's communication and language development well using a range of teaching techniques, such as asking open-ended questions to extend children's thinking skills. Children listen to stories and repeat the key phrases, thereby developing their vocabulary. Partnerships with parents are positive as both parties work well together to play an important part in helping children to make progress in relation to their starting points. Staff share information with parents as they collect their children at the end of the day. In addition, parents have opportunities to comment about any learning or development achievements that they have seen at home. This assists staff with planning activities which extend children's current learning and help them to enjoy their learning. Staff have systems in place to monitor and assess children's progress between the ages of two and three, as required. This means that staff are able to promptly identify any concerns in a child's learning and development and put in place appropriate support for them.

Children with special educational needs and/or disabilities are able to make consistent progress in relation to their starting points. This is because staff work closely with their parents and the special educational needs coordinator to plan for each child's learning and development at an achievable level. This supportive approach helps to boost children's confidence in their own abilities, and therefore they make good progress towards the next steps in their learning. Key persons work alongside parents to support children who speak English as an additional language. They learn key words in children's home language to help them feel valued. For example, when carrying out a food tasting activity, a child expresses themselves in their home language to say that they like the food and the member of staff repeats this in the home language and then in English. This builds self-esteem as it gives the children a sense of belonging and supports language development.

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

Every parent and child is greeted by a member of staff as they enter the nursery. This provides a warm welcome and a friendly environment that supports children to be happy and content throughout the setting. Staff know the children well and have good knowledge of their individual needs and preferences because they gather detailed information from parents about their child's needs. A strong key person system and secure relationships with parents help support children's emotional well-being on entry and throughout their time at the nursery. Children behave very well as staff provide very good role models and support children well with consistent boundaries and plenty of positive praise and encouragement. All children play together very well and develop good friendships; for example, a child runs to greet their friend as they enter the room. The good quality and attractive resources are stored at child height so that children can generally make their own choices.

Children's health is effectively promoted by the staff. The children eat nutritious meals which are freshly prepared and meet the dietary requirements of all children. Water is available throughout the day. Children are developing an awareness of their surroundings and how to keep themselves safe. This is because staff remind them how to behave and they teach children to consider the needs of others through discussion delivered in an age-appropriate manner. Children voluntarily offer support to friends and work collaboratively as they repair a model made from small construction bricks, demonstrating that their concentration is developing as they persevere to fit the pieces of construction together and succeed. Lunchtime provides an opportunity when children and staff sit together. However, in the room for pre-school children, mealtimes do not always support high quality social interaction between staff and children. Although children develop some self-help skills as they manage their hygiene needs, such as washing their hands and selecting their own utensils, they are not actively involved in serving the meals and pouring their own drinks. As a result, children's growing independence and self-help skills are not fully promoted.

Staff promote children's safety very well. Older children display their knowledge of how to be safe as they are provided with opportunities for physical development through challenging activities in a designated playroom utilising soft play, obstacle courses and a small climbing frame. Children remove their shoes and take off their jumpers as they get warm from the exercise. Outdoors they ride the bikes, carefully negotiating obstacles, and practise running and climbing on the climbing wall, while learning about taking appropriate risks. Staff use incidental teaching to further children's awareness, as they talk about the cold weather and why it is important to wrap up warm. As a result, this helps prepare them for their transition into school.

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

There is strong leadership and management and additional support from the company's quality assurance team in the nursery to promote good outcomes for children. Safeguarding is good and this begins with a robust recruitment process which ensures staff are safe and suitable for their role. A recent concern relating to safeguarding

procedures, behaviour management and children's safety was investigated by Ofsted. The nursery was issued with a notice to improve that asked them to ensure that children's sleep rooms are fit for purpose and not too hot, and to ensure all staff have an up-to-date knowledge of child protection and whistleblowing procedures. The inspection found that detailed safeguarding policies and procedures are in place and in-house safeguarding training is delivered by the manager. Therefore, all staff have a secure understanding of the procedures to follow should they have any concerns about a child's welfare. Appropriate action has been taken to monitor the temperature of sleep rooms to ensure children can sleep in comfort and safety. There are effective procedures for managing visitors to the setting safely. For example, visitors to the premises sign a visitors' record documenting time of arrival and departure, and their identification is checked. Staff induction is thorough and appraisal systems are in place to help ensure support staff's ongoing suitability. Staff have a thorough understanding of how to promote children's welfare, and effective procedures are in place to record accidents, incidents and the administration of medication. Six staff are qualified in paediatric first aid and the rest of the team have attended in-house basic first aid training.

The quality assurance manager demonstrates a good understanding of her responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Regular appraisals, team meetings and daily discussions with staff are undertaken to monitor and support staff's practice and training needs. Taking part in a quality award scheme has improved the quality of teaching through the use of peer observations of staff in their work. These are evaluated and used to provide feedback and raise awareness of areas for further development and to inform future training plans. The nursery is highly committed to working in partnership with others, such as professionals and parents. Parents and carers receive good communication from the staff and key persons on a daily basis. This detailed and extensive flow of information between the staff and parents provides good continuity of care for all children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY309460
Local authority	Bury
Inspection number	942132
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	98
Name of provider	Amanda Owen and David Owen Partnership
Date of previous inspection	14/05/2012
Telephone number	0161 7249055

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

