

Little Red Day Nursery

48-50 Stamford Street east, ASHTON-UNDER-LYNE, Lancashire, OL6 6QH

Inspection date	31/10/2013
Previous inspection date	06/06/2013

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

- Practitioners have a good understanding of the seven areas of learning and how children learn. Therefore, children are provided with vibrant and fun educational programmes to engage and motivate them.
- Partnerships with parents and other professionals are very well established. This means they all work together to support children's learning. As a result, all children make good progress from their individual starting points.
- Children's communication and language skills are very well supported. Staff skilfully interact with children and ask lots of open-ended questions. This ensures children thrive in a language rich environment that encourages children to think critically.
- Practitioners offer children clear and consistent boundaries and lots of praise. As a result, children are well behaved and sociable with children and adults.

It is not yet outstanding because

- There is scope to improve the current monitoring systems to include the impact of the role of the Early Years Professional in order to better work together to support staff and improve further outcomes for children.
- Sometimes during planned activities young children wait too long for their turn. This does not fully maximise opportunities for children to be consistently eager and motivated to learn.

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 had a tour of the nursery and held a meeting with the manager.
- The inspector and the deputy manager jointly observed staff interacting with the children during a planned activity.
- The inspector ensured the views of parents were taken into account through discussions.
- The inspector looked at some paperwork, including the children's development files and staff suitability records.

Inspector

Karen McWilliam

Full Report

Information about the setting

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

The nursery employs 31 members of childcare staff. Of these, 27 hold appropriate early years qualifications at levels 2 and 3, including one member of staff 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 131 children attending who are in the early years 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:

- extend existing monitoring systems to include the role of the Early Years Professional in order to assess the impact of that role in improving outcomes for children
- enhance planned activities, such as baking, by providing more resources so that young children do not have to wait for a long periods of time for their turn to ensure that they are fully engaged in the activity.

Inspection judgements

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

Practitioners have a good understanding of the seven areas of learning and provide a wide range of activities that cover them well. Prior to admission into the nursery, practitioners obtain information from parents about each child's background, starting points and needs. For example, parents and practitioners have informal discussions and together they complete initial assessments of the children. This ensures they know the children well as they are settling in to the nursery. Practitioners throughout the nursery regularly observe

children and plan a good balance of adult-led and child-initiated activities. Regular assessments of the progress children make are completed. These are monitored by the management team. As a result, children enjoy vibrant and exciting educational programmes and planned next steps for children are meaningful, relevant and tailored to their individual needs.

Practitioners complete the required progress check at age two and a written summary is provided for parents. This reassures parents that their children are meeting their developmental milestones and ensures they have the opportunity to support their child's learning at home. Children who have special educational needs and/or disabilities are identified and referred to the nursery's special educational needs coordinator. As a result, practitioners work alongside parents and other professionals to ensure children are very well supported in their care and learning. In addition, any adjustments to the physical environment that are identified are quickly addressed in this fully inclusive environment. For example, furniture in the pre-school room is rearranged to create space for children's walking frames and specialised equipment is purchased to ensure all children can fully participate in all the activities and experiences on offer. There are many ways in which practitioners support parents to feel involved in their child's care and learning. For example, parents are invited to 'workshops' at the nursery. This is where they spend some time taking part in activities with their children and speaking to the practitioners. They are encouraged to complete 'wow' moment sheets and each child's development file is always available for parents to look through.

Children are extremely confident and sociable; they confidently approach adults and engage them in conversation. The quality of teaching is good as practitioners interact positively with children and skilfully question them to encourage them to think critically. For example, while rolling cars down guttering outdoors practitioners ask lots of open-ended questions to challenge their thinking. For example, 'how can we make it faster' and 'what do you think we need'. As a result, children work together to solve problems in a fun way and are extremely motivated and keen to learn. Children for whom English is an additional language are supported well. For example, practitioners learn some key words in the children's home language and they use visual aids to further support children. Regular story and song sessions also contribute to children developing a good acquisition of language.

In the under two's rooms, young children explore their environment confidently selecting resources. For example, babies crawl to shelves and pull baskets off them with toys in they want to investigate. Sensory exploration is encouraged by the practitioners as they provide a range of textures for babies to explore. For example, babies enjoy exploring paint and jelly with their hands. Their early communication skills are fostered as practitioners engage them in stories and respond appropriately to their 'babble' and words. Young children also take part in daily song sessions. Babies' physical skills are very well supported. For example, they use a range of movements as they explore the soft play areas and the outdoors which offers an excellent range of equipment and there is ample space to crawl and practise their walking skills. Furthermore, babies have continuous access to their own balcony so they can choose to crawl and develop their walking skills indoors or out.

All children have good access to tools and equipment both indoors and out, such as chalks, pencils, paint and crayons, to make marks. Children use the chalking boards outdoors to draw alarm clocks and talk about time with adults. In addition, the older children take part in daily 'letters and sounds' sessions which helps to support them to develop good literacy skills. Children's mathematical development is supported well through a range of planned and self-chosen activities. For example, children learn about counting as they count out the spoons of flour during a baking activity, although, some young children become distracted as they wait for their turn due to the group size and only one mixing bowl. Therefore, opportunities to consistently ensure children are fully engaged are not maximised. Children confidently use mathematical language spontaneously during play. For example, while they play at shops children tell each other that the jumper will be fifty pounds. They learn about shape and size as they construct rockets and build towers with assorted bricks. Children's self-care skills are fostered very well throughout the nursery. For example, during mealtimes children collect their own plates and line-up which helps them in preparation for school.

A very good range of small world and role play resources provide children with opportunities to try out different roles. All children have daily access to 'toy town' where they can really slip into character in the 'shops'. Children competently dress themselves up in the available dressing-up clothes while they discuss which hat they need to put on because it's cloudy outside. Equality and diversity is very well promoted. Children play, learn and interact in a fully inclusive setting where all children's individual needs are met and valued. Children take part in a wide variety of festivals, such as Eid, Diwali and Christmas, and there are lots of images around the nursery that positively portray diversity. Therefore, children are beginning to develop an awareness and understanding of the diversity of the world in which they live.

All children benefit from the choice to play indoors or outdoors throughout the day, whatever the weather. This means that each child's key person is able to tailor their children's individual planning to best meet their interests and learning needs. The outdoor environment offers children a wealth of learning experiences and promotes exploratory play well. For example, children can pretend to be builders while they load sand in the cement mixer in the sand pit and dig in the many digging areas or take risks as they cross the wobbly bridge. There are lots of activities to support children's physical skills. They develop strong muscles as they play on the climbing equipment or run around in the ample space. These activities support children well to acquire the skills necessary for school.

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

Children are extremely happy and content throughout the nursery, they interact positively with adults and other children, which supports them to make friends. The key person system works very well supporting children's confidence and emotional well-being. Practitioners liaise with parents to offer advice and support and to ensure their wishes are valued, such as following familiar routines from home. Individualised settling-in procedures offer good support for children and their families during initial visits. Practitioners obtain a wealth of information from parents during these visits. This means

practitioners know children well, prior to them being left in their care. Children that are settling-in to their new rooms are quickly reassured and comforted by the presence of their key person. Consequently, children separate well from their main carers and settle-in extremely well.

There is a very good range of well maintained, safe and age-appropriate resources for children to enjoy, both indoors and outside. All of which are stored within easy reach of the children. Practitioners conduct a daily check of the premises to ensure it is safe for children to explore and sensitively remind children of how to keep themselves safe. For example, practitioners remind children not to stand on shelves. Signs around the nursery also contribute to children keeping themselves safe, such as the stop signs on the stairs that provide children with a visual reminder to wait for a member of practitioners. In addition, practitioners invite a wide range of professionals into the nursery to talk to the children, such as police officers, who support children to understand about stranger danger. Children are very well behaved because practitioners are good role models, who implement consistent strategies and offer children explanations and lots of praise. Any minor discrepancies are quickly resolved quickly and sensitively. As a result, children learn the behavioural expectations of the nursery.

Children's health is effectively promoted by the nursery. Children eat well-balanced meals and fresh fruit is available and a good range of planned activities further support children to develop healthy habits. For example, children grow their own fruit and vegetables, such as strawberries and potatoes. The benefits of regular exercise are very well promoted and children take part in regular fitness sessions, such as physical education and music and movement. Children begin to manage their own personal care needs. Young children begin to feed themselves and older children use their cutlery competently. Children have access to the outdoors, during most of the session, as part of a healthy lifestyle. Therefore, children benefit from regular fresh air.

Once children are ready to move onto the next stage in their learning, such as school or another early years setting, there are good arrangements in place to support them. The children's transition records are shared with schools. This helps children to have a smooth transition into their new setting and ensure that teachers are well informed to support their individual needs. In addition, the nursery has recently implemented three way daily diaries so the nursery, the child's parents and the other early years setting can share observations, next steps and the progress children make.

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

The leadership and management team at the nursery has a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. The security at the nursery is robust. The use of the closed circuit television and the biometric finger print system contribute to children being safe within the nursery. Good arrangements are in place to safeguard children. Robust recruitment procedures ensure all practitioners are vetted. All practitioners have attended safeguarding training. This ensures they are aware of the possible indicators of abuse and are very clear about the

procedure to follow if they are concerned about the welfare of any child in their care. Furthermore, all practitioners are very clear about how to proceed should there be an allegation against the adults working in the nursery. There is always a member of staff trained to administer first aid when required. In addition, practitioners are very secure in their knowledge and understanding of the accident and medication policy. Comprehensive risk assessments and daily checks ensure the environment is safe for children to play and explore in. Furthermore, the staff to child ratios are well maintained ensuring that staff are effectively deployed to supervise the children each day.

The manager monitors the performance of practitioners through regular supervisions. This ensures that practitioners are supported, they reflect on their practice and they discuss any concerns they have regarding the children in their care and any training needs are clearly identified as part of this process. Although, there is scope to improve the monitoring systems further to include the early years professional and the impact of her role leading and supporting the team. Self-evaluation is used well to bring about improvements and ensure that the views of parents and children are taken into account. The management identifies priorities for improvement and sets action plans to ensure they are addressed, including the recommendations set at the last inspection.

Partnerships with others are well established. Parents state they feel very involved in their child's learning and are supported by staff. They say staff are brilliant and feel they are well informed about their child's day. In addition, practitioners work well in partnership with other professionals, such as speech and language therapist, to support children's individual needs. Practitioners have a good understanding of the advantage of liaising with local schools. This ensures that children are well prepared for their transition and gives teachers the ability to meet children's individual needs.

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

Unique reference number	EY394585
Local authority	Tameside
Inspection number	939815
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	130
Number of children on roll	131
Name of provider	Kids Zone Mossley Limited
Date of previous inspection	06/06/2013
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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