

# Ashworth View Nursery

Edenfield Road, ROCHDALE, Lancashire, OL12 7TY

## Inspection date

Previous inspection date

27/01/2014

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

- The educational programmes are well planned, interesting and motivating and they cover the seven areas of learning and development. As a result, children are being challenged and are making good progress.
- There is a well-established key person system in place. Consequently, the children are developing secure attachments with the practitioners' and are becoming emotionally well prepared for the next stage in their learning.
- Practitioners have formed effective partnerships with parents and other agencies. Therefore, parents are extremely happy and feel confident and secure with this nursery.
- Practitioners all have a thorough understanding of the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage framework and children's needs are being met.

### It is not yet outstanding because

- There is scope to improve the range of natural resources available for children to extend their opportunities to explore and experiment.
- The displays throughout the nursery are somewhat adult-led, as a result, the children are not being fully supported to share and celebrate their individual work.

## 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 children's activities in all rooms and the outdoor environment.
- The inspector held discussions with the manager and talked to children, practitioners and key persons throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Suzanne Fenwick

## Full report

### Information about the setting

Ashworth View Nursery was registered in September 2013 and is on the Early Years Register and the compulsory parts of the Childcare Register. It is situated in a purpose built premises in the Norden area of Rochdale. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and four hold qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 21 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- enhance the existing resources with natural, open-ended resources which enable to the children to engage in imaginative play and explore and experiment further
- ensure that the displays represent the children's own individual work to encourage them to develop a greater positive sense of self.

### Inspection judgements

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

The indoor and outdoor environment throughout this nursery is stimulating, exciting and well organised into areas of continuous provision which are effectively linked to the seven areas of learning and development. There is a range of resources which are accessible to all children, enabling them to independently select what they want to play with. However, there is a lack of natural resources which provide the children with open-ended opportunities to explore and experiment, using objects to represent other things linked to their own experiences. Practitioners know the individual children very well in this friendly nursery. Children are enthusiastic and curious learners, who are supported by skilled practitioners, who have a very good understanding of the Early Years Foundation Stage framework. Teaching is strong across the nursery for all children who are learning through well-planned, purposeful and challenging activities. As a result, children are making good progress in relation to their starting points. Each child has their own 'learning journey' which is maintained to a high standard and contains observations, planning and assessments of the children throughout their time at this nursery. Practitioners effectively

use observations to get to know the children's interests and collect information regarding their learning styles. As a result, practitioners are planning next steps in learning which meet the individual needs of each child. For example, the pre-school children are creating models of their homes using various different materials, such as, boxes and cartons, and painting these in the colours they choose.

Children at this nursery are making good progress with their communication and language skills with all children developing into confident communicators. Practitioners support babies' communication and language development effectively as they are in tune with the sounds, words and gestures which they are using to communicate. They engage in two-way conversations with the babies' by repeating the sounds which they make as well as commenting on what the babies' are doing to introduce them to simple vocabulary. Older children are becoming confident communicators and provided with endless opportunities to talk to each other and the practitioners. Practitioners are good listeners and give the children plenty of time to share their experiences with them. During play and activities the practitioners ask the children skilful, open ended questions which encourage the children to think critically. For example, during outdoor play the children discover snow, the practitioner encourages them to pick this up and talks to them about how it feels and where it has come from. The nursery environment is rich in print and with the use of labels, signs and posters which successfully support children to learn about words and that print carries meaning. However, displays within the nursery tend to be somewhat adult-led and there is a lack of children's individual work on show. As a result, children are not being fully supported to share their creations. Practitioners provide the children with a wide range of opportunities, activities and experiences to promote their physical skills. For example, babies' are encouraged to move around their room by crawling, cruising along the furniture and walking. They are developing their small muscle control as they are provided with messy play, such as sand and different objects, which they explore with their hands. There is an extensive outdoor area for all children to access. Pre-school children enjoy the opportunity to move around the area in different ways. There is a large pirate ship which the children enjoy to play in and engage in imaginative play. As a result, children are developing a wide range of skills which are supporting them to become keen and competent learners who are ready for their next stage in learning and school.

Children's needs are being well met through practitioners' commitment to develop strong, close and effective partnerships with parents. On entry the child's key person will spend time with the parents obtaining detailed information about their child which they use as a starting point to plan for the child's future learning and care needs, particularly in the first few days. Parents are provided with daily verbal feedback and a detailed communication book which contains information about the child's achievements and photographs of the experiences which they have been engaged with during that session. Parents express that they benefit greatly from the opportunities they are provided with to share information regarding their child's learning and development. They feel well supported by the nursery on how they can assist their child's learning at home. As a result, children are receiving continuity in their learning.

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

There is an effective key person system in place which ensures that children are making strong attachments and bonds with the practitioners and that their emotional well-being is consistently supported. Parents have a good understanding of the key person role and speak highly of the practitioners in the nursery. Babies are cared for by loving and thoughtful practitioners who have a good understanding of how to respond appropriately to their emotional needs. Children are cuddled and comforted if they are upset and spend quality time with their key person engaging in activities, such as, signing songs and rhymes. Older children demonstrate their sense of security as they confidently seek out their key person to share their achievements and recall past events and experiences with. As a result, babies and children appear to feel safe and secure within this nursery which has a positive impact on their learning and development. The process to help children settle into nursery is highly effective. Parents praise the extensive efforts of practitioners, and express how quickly their children have settled into this nursery. As a result, both parents and children are happy and contented.

Practitioners greet and welcome the children and their parents into the nursery, which ensures that the children feel valued and cared for, and that relationships with parents remain strong. Parents complete an 'all about me' form for their child upon entry, which provides the practitioners with detailed information on the child's care routines, likes and dislikes and interests. In partnership with parents the practitioners tailor the care they provide for each individual child, as a result, the children settle into this nursery very quickly. Practitioners support children to manage their behaviour as they explain about sharing and talk to the children about their feelings and emotions. Children are demonstrating a secure level of understanding of the behavioural expectations and demonstrate good self-control. Children are polite and respectful towards each other, playing with and alongside their peers, sharing resources and taking turns. As a result, the behaviour within this nursery is very good.

Children are thriving in this nursery as they are encouraged to be independent and manage their own personal care needs where appropriate. For example, older children go independently to the toilet and wash their own hands thoroughly without practitioners needing to prompt them. Practitioners support younger children by explaining to them why they need to wash their hands and demonstrating how to do so effectively. The nursery provides children with healthy and nutritious meals and snacks and tailors the menus to the individual dietary requirements of the children where necessary. Mealtimes within this nursery are very sociable and practitioners use this time to talk to the children about the different foods which they are eating, as a result, children are developing a good knowledge of different food choices. Older children independently serve themselves; as a result, they are developing further skills which will prepare them for their next stage in learning. Younger children are encouraged to feed themselves and are given the opportunity to explore their food; as a result, they are able to develop a deeper understanding of what they are eating. Children have access in all weathers to the outdoor area where they have regular daily exercise. Furthermore, a large area has been developed ready for the children to plant seeds and grow vegetables when possible. This will further contribute to promoting the children's health and well-being. Children are encouraged to develop a good understanding of personal safety as they participate with practitioners in regular emergency evacuation procedures; as a result, they are learning how to protect themselves in an emergency.

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

Practitioners have a good knowledge and understanding of how to safeguard and protect children. They are aware of their responsibilities and know what to do and who to contact in the event of a cause for concern. Policies and procedures are concise and known by all practitioners. Several practitioners have attended appropriate safeguarding training. The manager ensures that all practitioners regularly update and review their knowledge and understanding of existing and new policies during regular staff meetings. Risk assessments and daily checks of this setting are thorough, which ensure that children are well protected within a safe and secure setting. Qualified and experienced practitioners are effectively deployed throughout the nursery; as a result, children are constantly well supervised to ensure they remain safe. There is a robust recruitment and selection process in place, as a result, they have recruited a strong team who are experienced and well supported within the nursery. Appropriate checks are carried out on all adults who work directly with the children to ensure they are suitable. There is a comprehensive induction procedure in place for new practitioners and students to ensure they are fully aware of their, and others, roles and responsibilities. As a result, the quality of teaching is consistently high and maintained across the different age groups of the nursery. The manager is committed to the continuous professional development of all practitioners which is consistently reviewed during regular supervision meetings and planned annual appraisals. Practitioners training needs are identified through a variety of methods, such as the manager undertaking of peer observations. As a result, practitioners are encouraged to access appropriate training courses to meet their individual needs.

The management team has a good knowledge of the Early Years Foundation Stage framework and their responsibilities in meeting both the welfare requirements and the learning and development requirements. There are effective systems in place for monitoring the quality of teaching and learning across the nursery. There is an appointed Planning Co-ordinator who takes overall responsibility for training and supporting all practitioners on how to effectively plan to meet the children's individual needs and the needs of the group. As a result, there is a consistent and effective system in place which is contributing to all children making good progress. The manager takes responsibility for monitoring and reviewing the children's learning journeys to ensure they are up-to-date and that observations and assessments of the children are accurate and reflect their age and stage of development. The management team set high standards for the quality of the provision. The manager regularly reflects on the practice and provision and is regularly setting actions and striving to achieve these to ensure that the nursery is continuously improving.

Practitioners have a good understanding that developing strong relationships with parents and other external agencies has a significant impact on the children's learning and development and the care which they provide. Practitioners build and maintain strong partnerships with parents through taking time each day to discuss their child's learning experiences and achievements, as well as their care needs. Practitioners follow the lead of the parent, acknowledging that they are experts in their child's needs. As a result, children

are being successfully supported with milestones such as toilet training. The manager operates an open door policy where parents are clearly invited and welcomed into the nursery on a daily basis. The manager has established effective partnership working arrangements with external agencies, such as the local primary schools in preparation for children making the transition between settings, children centres and the local community. These are well established and contribute to meeting the children's needs and preparing them for the next stage of learning.

### **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	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

<b>Unique reference number</b>	EY465806
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	948684
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	75
<b>Number of children on roll</b>	21
<b>Name of provider</b>	Ashworth View Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01706638741

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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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