

Children 4 Most At Flowery Field

Hyde Flowery Centre, Old Road, HYDE, Cheshire, SK14 4SN

Inspection date	03/04/2014
Previous inspection date	03/09/2009

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is excellent, with skilful use of questioning by staff during play activities and them carefully listening to and responding to children's ideas, resulting in confident and creative learners.
- The leadership and management of the nursery have made superb use of self-evaluation. They have effectively identified targets for improvement and drafted action plans with the staff to prioritise and address them.
- Staff demonstrate a thorough understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.
- Partnerships with parents are very strong. Staff continually share information and actively involve parents in their children's learning. They share resource boxes with parents so they can continue children's learning at home.
- Children with special educational needs and/or disabilities and children who speak English as an additional language are making excellent progress because staff provide targeted, effective learning opportunities.
- The key person system is given a high priority and is firmly embedded which means children feel very safe and secure and are confident in the nursery.

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 activities in all rooms within the nursery. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owners.
- 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 nursery with the 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

Children 4 Most At Flowery Field Day Nursery was registered in 2005 and is on the Early Years Register. It is situated in a Sure Start children's centre in the Hyde area of Cheshire, and is managed by a limited company. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs 24 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 and 3, including one with Early Years Professional status and two with Qualified Teacher Status. The nursery opens Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 71 children attending who are in the early years age group. The nursery provides free 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. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- consider extending the excellent opportunities for developing independence for children in the two- to three-year-old room by ensuring consistency at every meal time.

Inspection judgements

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

Teaching is exemplary. Staff are tuned in to children's interests and use this knowledge to clearly target learning. For example, children have shown an interest in animals and staff have created a vets where children learn new vocabulary and develop their skills in caring for others. Parents are viewed as integral to children's learning and development and are fully involved at every stage. For example, the key person gathers a wide range of information about children's current stage of development upon entry, which they then use to plan the initial activities. Parents can take home books from the nursery library and resource bags, which enables them to continue their children's learning at home. The bi-monthly progress review meetings ensure parents and the key person are working together to help children to achieve their full potential. Parents are provided with a copy of the children's next steps so a consistent approach is created. Outstanding progress is achieved by all children because staff use their understanding of individual children's needs, gained through close observation, to provide stimulating and imaginative resources to enhance their learning and development. For example, story baskets are used with children based on their favourite books. They include a range of resources, which allow children to bring the story to life and ignite their imagination.

Staff have a superb knowledge of how children learn. They provide children with first-hand experiences and ask good questions which promote their critical thinking skills. For example, children experience a new texture of corn flour and an instant pudding mix, blended together. Staff ask the children to consider what it feels and smells like. Children are encouraged to make marks in the mixture using a range of different tools. Children have continuous access indoors and outdoors, which allows them to play where they learn best. The outdoor area has been well thought out and provides opportunities for developing in all seven areas of learning. Babies enjoy exploring a range of natural materials, which promotes their investigation skills. Older children are keen to practise their writing skills. They write their names on their pictures and contribute to signs and labels in the rooms. This gives children a sense of pride in their emerging writing skills, as these signs and labels form part of their environment and are celebrated by staff. Children make excellent progress and are developing the key skills required for the next stage in learning because staff constantly engage children in open-ended questioning and conversation.

Staff undertake the progress check at age two, which summarises children's development. They share this with parents and identify next steps, which mean any weaknesses can be swiftly identified and addressed. Children with special educational needs and/or disabilities are extremely well supported. Staff work hard to create an inclusive environment where children's individual needs are met. They develop individual education plans which focus on the areas where children need most support so that all children can make excellent progress based on their starting points. Children consistently demonstrate the characteristics of effective learning by exploring their environment with excellent support from staff. They are consistently engaged in high quality, independent play and learning. For example, children demonstrate competence in the use of a computer and excellent social skills as they work together in small groups to complete the tasks. Children with English as an additional language are very well supported because staff place great importance on getting to know the whole family. Therefore, parents share key words in children's home language and staff create an environment which has familiar features.

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

Children display their enjoyment and confidence as they thrive in this inspiring nursery. Very close bonds and attachments have been formed with each other, staff and especially their key person. Staff have a detailed understanding of children's individual needs because they build excellent relationships with the parents. The secondary key person system is strong and allows children to remain emotionally secure in the absence of their main carer. Staff get down to children's level and join in activities and because staff are happy and motivated in their roles this comes across well and helps children to settle and feel at ease and motivated. Children are emotionally well prepared for their move between rooms as their key person visits with them to support them into their new environment. Staff support children who are due to start school by using books and resources, such as photographs of school buildings. They find out which friends will go to the same school to help children feel less anxious, and teachers from local schools are invited into the setting to meet and talk to the children. Staff and parents contribute to a daily diary, which allows

children's care needs to be continuously met.

Children are highly motivated to learn and they confidently choose resources to play with and learn from. This is because all staff are extremely enthusiastic in their approach and give children opportunities to explore using an excellent range of resources. Children's confidence is fostered through the calm and fun interaction of the staff. They are good role models, talking to children clearly and calmly, praising their achievements and building on their self-esteem. The children play with each other very well and are learning to respect each other. Staff use empathy dolls to support children in understanding their emotions, which means they can express their feelings in words. Staff encourage the use of good manners throughout the day which promotes children's respect for each other. They give children clear explanations about the routine so they understand what is going to happen next and can be emotionally prepared. For example, when it is nearly time to tidy up staff show children a sand timer and when the time comes they indicate this through shaking bells.

Staff create a safe environment by ensuring the ratios are always adhered to and managers check the deployment of staff to ensure children are well supervised. Children take a range of risks in their play, which supports their understanding of how to keep themselves safe. For example, children confidently climb across a number of logs at different heights and balance along the climbing apparatus. Staff meet children's dietary needs very well. They gather information when children start and have effective systems in place to provide children with meals, which meet their requirements. The nursery has worked very closely with an external catering company who provide balanced and nutritious meals for the children. Staff support children's understanding of a healthy lifestyle by discussing how milk makes their bodies strong. Children are independent because staff have high expectations of them. They select which area they want to play in and what resources they want to use. Babies feed themselves independently and pre-school children set out the table and serve their own food. However, there is scope for children in the two- to three-year-old room to be more independent during meal times. Children have fresh drinking water available and the continuous access indoors and outdoors for all ages gives children regular access to fresh air, which contributes to their healthy lifestyle.

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

The safeguarding of children is given high priority. All staff have a superb understanding of child protection because they engage in regular training to widen their knowledge. This means that all staff can identify the signs and symptoms that might cause them concern about children's well-being and the appropriate action they must take. The management team check staff knowledge by asking them spot questions. They are then able to support staff if any gaps in knowledge are identified. Mobile telephones are not permitted in the base rooms and staff use photography securely with permission from parents. All staff are clear about their fundamental role to protect children and they take swift action to minimise any potential hazards, ensuring children are safe in the nursery. Recruitment procedures are robust and the nursery has effective systems in place to ensure staff are

suitable to work with children. The regular appraisals and supervisions provide each member of staff with a detailed action plan so they can continuously improve their practice. These processes allow managers to check that staff remain suitable to work with children.

Staff are allocated a mentor who supports and guides them as they become familiar with the nursery. All staff have a first class knowledge of the Early Years Foundation Stage and focus their teaching in the areas where children need most support. This means all children make excellent progress. The manager tracks the progress of all children and cohort groups are identified and planned for. This supports the particular needs of each group. The manager seeks the views of the staff and parents in order to set priorities for improvement. Each room has their own copy of the self-evaluation form so they can work together as a team to improve the quality of the nursery. The inspirational management team achieve excellence in all aspects of the provision, including sustaining the highest levels of achievement for all children. They motivate the staff and manage their performance and professional development exceptionally well. Staff update their skills and knowledge through frequent staff meetings and excellent access to regular training. This results in a highly skilled and dynamic staff team, who demonstrate a first-rate knowledge of their roles and key responsibilities within the curriculum.

Staff liaise extensively with parents and work in a collaborative way with them in all aspects of the provision. For example, parents make suggestions on the potential names of the nursery rooms. Parents' viewpoints are sought in a range of different ways. The nursery reviews a policy each month and is currently reviewing the behaviour management policy. The manager displays the policy in the reception area and consults with parents to gain their feedback. Therefore, staff and parents have very strong relationships and work together for the benefit of the children. Staffs' passionate and exemplary approach to promoting children's education is demonstrated through the high quality support and challenge, which they provide for all children. They link with a wide range of professionals to meet the individual needs of 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	EY309608
Local authority	Tameside
Inspection number	956518
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	71
Name of provider	Children 4 Most Private Day Nursery Limited
Date of previous inspection	03/09/2009
Telephone number	0161 351 9675

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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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