

Charnwood at Belmont

Belmont Nursery School, Churchill Street, STOCKPORT, Cheshire, SK4 1ND

Inspection date	22/07/2014
Previous inspection date	Not Applicable

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

- The setting has established strong partnerships with parents and other professionals to support the good progress that children make.
- Teaching is good because staff have comprehensive knowledge of how to promote children's learning.
- Staff work very well as a team and have a good understanding of the Early Years Foundation Stage requirements, enabling them to provide a safe and stimulating learning environment.
- Children enjoy their time in this friendly setting as they access an interesting range of learning opportunities. Staff skilfully support children's choices.
- Children are effectively safeguarded, as all staff are confident in their knowledge of how to protect children in their care.

It is not yet outstanding because

- Opportunities for children to see letters and numbers, within the environment, has scope for development.
- On occasions, staff do not consistently support children to try and do things for themselves, meaning their independence is not promoted to the maximum.

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 had a tour of the premises.
- The inspector observed activities, and spoke to children and staff.
- The inspector held a meeting with the managers of the provision, and looked at and discussed a range of policies, procedures and documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with a manager.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

Inspector

Emma Barrow

Full report

Information about the setting

Charnwood at Belmont opened in 2014 and is registered on the Early Years Register. It is one of three settings operated by the Charnwood Trust; a private provider holding charitable status. It operates from a designated room, used by the children's centre, which is based in All Saints CE Primary School in the Heaton Norris area of Stockport, Greater Manchester. Children have access to an enclosed outdoor play area. The setting serves the immediate locality and also the surrounding areas. The setting opens five days a week, from 12.30am until 3.30pm, term time only. There are currently 10 children in the early years age range. The setting receives funding for the provision of free early education for two-year-old children. The setting supports children with special educational needs and/or disabilities and children who speak English is an additional language. There is currently four staff working directly with children, all of whom have an appropriate early years qualification. Of these one holds qualified teacher status, two hold an early years qualification at level 3 and one holds an early years qualification at level 2. The setting 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:

- enhance the environment in order to further support children's awareness of letters and numbers, for example, by displaying them around the rooms and the outside environment to enable children to recognise and make links in their learning
- support children's developing independence even further by using every opportunity, for example, by encouraging them help prepare their afternoon snack.

Inspection judgements

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

Staff are aware of children's starting points in their learning because parents complete a detailed 'All about me' information document at the time of admission. Ongoing information, about children's development, is shared verbally with parents along with daily exchanges and regular summaries. This format is also used for the progress check, which is completed for children between the ages of two and three. This enables parents to be involved in their children's learning and continue it at home. Staff record regular and accurate observations of children. These are used along with children's interests and special moments from parents to inform planning, next steps in learning and to track children's continuing good progress. Children enjoy a range of activities with opportunities to engage in a good balance of both adult-led and child-initiated play. The managers and the staff team provide a welcoming environment for children, and encourage them to

explore the interesting and exciting activities on offer. The rooms have designated activity zones covering areas of learning and development. However, mathematics and literacy are not promoted to the maximum potential, because opportunities for children to see numerals and print on displays, both indoors and outside, are missed.

Throughout all activities and interactions, staff praise children and are skilled at supporting children's language skills. For example, staff working with children mirror and extend their language. Staff use incidental teaching effectively to promote children's learning, such as introducing the idea of mixing as children explore with tealeaves, flour and water. Staff also skilfully ask questions that promote children's thinking as they work out the animals that they are going to visit on the farm trip. This supports children's readiness for school or the next stage in learning. Staff demonstrate their good understanding of how to support children, who have English as an additional language, by encouraging them to use their home language. Staff copy what the children say in their own language and then repeat the word in English. They work closely with parents to gain relevant key words to support children's understanding of English. Good use is made of the outdoor play area to promote all areas of learning. Children run around skilfully avoiding obstacles and each other. Toddlers enjoy splashing in the water, or climb on or under the equipment, as they develop their large-muscle skills and coordination. The children learn about the world around them as they use a range of resources and activities to introduce different cultures or celebrations. Staff adapt these to ensure everyone can join in.

Children mark make in a range of ways as they use brushes, an interactive white board, and have continual access to pens, chalks and paper, which all support children's early writing skills. Children and staff sit together as they enjoy jigsaw puzzles, or develop their creative skills as they glue and stick their creations. Children have continuous access to sand and water. They use a range of different resources to explore textures, which supports the use of all their senses. For example, children enjoy playing with water and they concentrate well as they watch the water fall through the sieve and catch it with the cup.

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

Children's individual needs are known because an effective key person system is in place, and staff work closely with parents to gain relevant information and understanding regarding children's requirements. Children show they feel safe, secure and relaxed within the setting as they confidently approach adults for support or to show them what they have been doing. They show a sense of belonging and security, as they approach staff for cuddles or reassurance when they feel tired or are upset. Children behave very well and respond positively to staff when the occasional reminder is required. They are developing strategies for making friendships, taking turns and caring for others as staff role model these expectations. Children have mostly good opportunities to develop independence as they make choices in their play. However, there are missed opportunities to maximise children's independence at snack time, because children are not involved with helping to prepare their snack.

Transitions into the setting are progressed at the parent and child's pace, with staff

encouraging parents to make contact during the day to reassure them. As children move through the setting their ongoing transitions to different rooms are supported well, ensuring their emotional needs are nurtured and their emotional independence is fostered. Staff and teachers share information, and meet the children when children are ready for the move to the next group.

Children enjoy a range of activities that help them develop an understanding of the importance of a healthy lifestyle. Outdoor play is an integral part of the nursery, and children have many opportunities during the day to freely go outside where learning is extended. Children have the opportunity to hone their physical skills as they balance on the large equipment, and play chase or hide and seek with staff. Drinks are easily accessible throughout the day, and children enjoy a range of nutritious meals and snacks. There is a good level of hygiene, which helps children to develop many good personal hygiene practices, for example, as they learn to wash their hands at appropriate times. Children learn about safety as they take safe risks in the secure outdoor area. Staff deployment and supervision effectively promote children's safety.

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

There is a strong focus on children's safety and security in this setting. Staff are always vigilant. All staff have a comprehensive knowledge of safeguarding and child protection. The safeguarding policy follows the local authority recommendations, including with regards to the use of mobile phones and cameras. The designated safeguarding officer has an excellent knowledge of child protection procedures, and ensures that this information is understood by all staff. She implements any changes that are required and updates information throughout the setting, keeping staff well-informed of these. Consequently, staff have a good understanding of effective working practices, translating their knowledge into practice well to keep children safe. There are robust recruitment and vetting procedures in place, so that all adults who have contact with the children are suitable to do so. Staff are deployed well throughout the nursery, to ensure that the correct adult to child ratios are maintained and children receive vigilant supervision. Comprehensive risk assessments are completed to identify any potential risks to children, and effective safety measures are put in place to minimise these. Security is good, indoors and outdoors, and prevents unauthorised access to children. A log is kept of any visitors to the nursery, and no person is left unsupervised with children.

Self-evaluation is used effectively, and includes everyone who is currently involved with the nursery, to identify areas for improvement. The nursery has comprehensive records, policies and procedures in place, providing a good framework for staff to base their practice on. The policies are discussed and amended routinely, and both staff and parents have the opportunity to input to these. This helps to ensure that the nursery is managed safely and efficiently. Monitoring systems are strong. Assessments across the nursery are consistent and precise, meaning children's skills, abilities and good progress is effectively supported. Staff performance is monitored through regular supervision, staff meetings and appraisals. This enables the management team to identify any specific training that is required and to respond to individual staff's needs in a timely way. Professional

development opportunities are provided through a balance of external training courses and in-house training.

Partnerships with parents and other professionals, such as speech and language therapists, are well-established and effective in supporting children to make good progress. There is a strong relationship with parents, contributing to children's well-being and sense of belonging. Parents speak positively of the nursery and the staff, stating that they are kept well informed about children's progress. Other comments, such as 'I feel safe leaving my child here' and 'the staff always have time for you', were also shared. Managers are aware of the importance of working in partnership with schools and exchange information with reception teachers to support children's learning and their transitions.

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	EY471779
Local authority	Stockport
Inspection number	955452
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	10
Number of children on roll	10
Name of provider	The Charnwood Trust
Date of previous inspection	not applicable
Telephone number	01614427767

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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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