

# Children 4 Most

Portland Centre, 210 Portland Street North, Ashton-under-Lyne, Lancashire, OL6 7HT



|                          |               |
|--------------------------|---------------|
| <b>Inspection date</b>   | 16 March 2016 |
| Previous inspection date | 15 March 2011 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Outstanding        | 1        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Staff provide children with a rich, stimulating and exciting learning environment, both indoors and outdoors. Children benefit from a huge range of high-quality resources that effectively promotes all areas of learning. They are self-confident, interested and motivated, and develop extremely positive attitudes towards learning in readiness for school.
- Well-qualified staff accurately observe and assess children in order to plan sharply focused activities for the next steps in their learning. All children's individual learning needs are superbly met and they make rapid progress in relation to their starting points.
- Key persons are exceptionally skilled and sensitive, and help babies and children to successfully form strong emotional attachments and feel very secure within the nursery. They have a superb knowledge and understanding of the children that they care for, which has an extremely positive impact on children's physical and emotional well-being.
- The manager uses her excellent knowledge, skills and expertise to guide, coach and support staff, and carries out regular supervisions to manage their performance.
- The manager closely checks the progress made by different groups of children attending the nursery. Informative data is obtained which enables her to identify gaps in children's learning and implement effective strategies to ensure all children reach their full potential. This shows how the nursery is working to narrow the achievement gap for vulnerable groups of children.
- Self-evaluation systems are thorough and take into account the views of staff, children and parents. Strengths and weaknesses are effectively identified and addressed, and plans for improvement are well targeted and achievable. The exceptional practice is worthy of dissemination to other settings.

## What the setting needs to do to improve further

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

- continue to seek even more innovative ways to share information with parents, in order to strengthen the already excellent partnerships.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to staff and children throughout the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the self-evaluation, children's learning records and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector discussed the arrangements for self-evaluation with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager, together with excellent support from the providers, leads her team with great efficiency and wonderfully inspiring practice in all aspects of the nursery. There are exceptionally effective monitoring and appraisals systems in place to monitor staff's performance. The training staff attend is carefully targeted to meet their individual needs and ensure it has a positive impact on the learning outcomes for children. Staff's skills are valued and nurtured and they benefit from a wealth of opportunities to learn from each other. They engage extremely well with parents and the crucial role they play in their child's ongoing learning and development is valued immensely. The manager acknowledges the importance of continuing to enhance parent partnerships even further. The arrangements for safeguarding are effective. The provider and all staff create a culture of vigilance where children's safety and welfare are promoted to the highest level.

### Quality of teaching, learning and assessment is outstanding

Children thrive and are extremely motivated to learn in this outstanding nursery. Staff are full of fun and enthusiasm, and this is imitated by the children, who are totally absorbed in their play and learning. Babies and children thoroughly enjoy exploring shaving foam, ice, daffodils, cereals, pasta, sand and water. This helps them learn through their senses and enhances their natural sense of curiosity. Staff teach pre-school children to recognise and write their names and develop an understanding of phonics. This has a significantly positive impact on children's literacy skills, preparing them extremely well for future learning and eventually school. Some children have an impressive understanding of linking sounds to letters. For example, they blend sounds together to make simple words, such as cat, dog, hat and pig, and can spell their own and other children's names.

### Personal development, behaviour and welfare are outstanding

Babies and children are very happy and well settled in the nursery. Toddlers and pre-school children demonstrate high levels of independence as they manage their own personal care needs in readiness for school. Staff make excellent use of the outdoor area, encouraging all children to participate in active, enjoyable exercise. For example, they learn to climb, balance, jump, hop and throw balls into the basketball net with remarkable accuracy. Babies use the outdoor areas every day to enable them to experience different textured surfaces and exercise their bodies in the fresh air. Staff are excellent role models and play alongside children to teach them to understand how to share and take turns. This helps children to develop strong friendships and a secure understanding of acceptable behaviour.

### Outcomes for children are outstanding

All children consistently make high rates of progress, including those whose capabilities are below expected levels of development when they first start. Several children achieve beyond expected levels of development for their age. Children increasingly show high levels of self-control during activities and confidence in social situations. They are developing an excellent understanding of how to manage risks and challenges relative to their age.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY242628  |
| <b>Local authority</b>             | Tameside  |
| <b>Inspection number</b>           | 848317  |
| <b>Type of provision</b>           | Full-time provision   |
| <b>Day care type</b>               | Childcare - Non-Domestic  |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 5   |
| <b>Total number of places</b>      | 40  |
| <b>Number of children on roll</b>  | 50  |
| <b>Name of provider</b>            | Children 4 Most Private Day Nursery Limited                                       |
| <b>Date of previous inspection</b> | 15 March 2011   |
| <b>Telephone number</b>            | 0161 331 9740   |

Children 4 Most was registered in 2002. The nursery opens Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays. It provides funded early years education for two-, three- and four-year-old children. The staff team comprises of two proprietors who hold Qualified Teacher Status and a further 14 members of staff. Of these, nine hold an appropriate early years qualification at level 3 and two hold level 2. In addition, an Early Years Professional supports staff on a part-time basis.

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