

Early Inspirations Baguley Park

206a Hall Lane, Baguley, Manchester, M23 1NA

Inspection date

Previous inspection date

05/06/2014

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

- Children are happy and secure because of the caring and trusting relationships they share with adults. This secure base enables children to develop effective relationships with their peers.
- Safeguarding procedures are robust as the manager conducts a rigorous recruitment procedure, which includes vetting checks to ensure that all staff are suitable to work with children.
- The quality of teaching is good. As a result, children make good progress across all seven areas of learning.
- Good partnerships with parents are established from the onset of placements. This ensures that effective information sharing takes place to meet the changing care needs of individual children.

It is not yet outstanding because

- There is scope to improve the organisation of the day so the children spend less time in adult directed activities. To allow the children to play for sustained periods of time.
- There is potential to improve the good teaching by giving children longer to respond to questions. To improve their confidence and communication further.

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 activities in the playroom and the outside learning environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day

Inspector

Nicola Kirk

Full report

Information about the setting

Early Inspirations Baguley Park was registered in 2014 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose built premises in a former Sure Start Children's Centre in the Baguley area of Manchester, and is managed by a private individual who runs another nursery in the Longsight area of Manchester. The nursery serves the local area and is accessible to all children. It operates from a single story building with one playroom and there is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications; one at level six, one at level three, including the manager with Early Years Professional Status and Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 16 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:

- improve the organisation of the day to enable children to spend less time in adult directed activities

- improve the good teaching further by providing children with more time to respond to questions.

Inspection judgements

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

Staff have a good understanding of child development and understand how children learn. As a result, the quality of teaching is good and staff are committed to supporting children to make progress in their learning and development. This is achieved through a broad range of stimulating and fun activities provided by staff. As a result, children freely explore their environment. They are able to develop their sensory awareness as they investigate sand and water. Children enjoy exploring creative activities, such as, mixing powder paint and water together. Staff, encourage them to talk about the colours they can see as they do so. Children enjoy making marks with brushes, or using their fingers and hands. This helps to stimulate their ability to use equipment and resources, well as allowing them to develop creatively. Key persons skilfully observe, assess and evaluate children's progress, taking into account what each child knows and can do. This information is successfully used to inform the next steps and planning so that each child makes good progress towards the early learning goals. Staff use effective teaching methods overall to support

and develop children's skills. They ask good open-ended questions to encourage children to think and enable them to learn how to solve problems. For example, children mix paint and staff ask them what they think will happen if they pour in more water. However, there is scope to develop this even further by allowing all children more time to respond to these good questions, supporting all children's confidence and communication skills.

Children enjoy lots of outdoor play. Staff play with the children outside, chasing them, playing with hoops, throwing, catching balls and bean bags and kicking balls into nets. Therefore, extending their physical development. Children have enjoyed planting cress and strawberries outside. They talk about the changes they will see from the plants and flowers. The children enjoy eating the cress and strawberries for a snack. Consequently, they develop an interest in healthy food. Mark making is given high priority both inside and outdoors. A wide range of resources are available and children are encouraged to write their names, helping them to be ready for their next stage in learning. Children develop mathematically. Adults sing number songs with props and children are supported and encouraged to join in. For example, children count how many monkeys there are altogether and how many they have left. They also have fun counting how many balls they can get in the bucket outside. Consequently, there are developing their mathematical language. Adults share books with children and use props to extend their learning. For example, they look at a book about ambulances and a first aid box together. This supports them to learn about their community and their bodies. This all helps to support children to gain the skills, abilities and attitudes they will need in the next stage in their learning

Parents are actively encouraged to share their knowledge of their children when they start. This information is used, together with staff's initial observations, to ensure that they have a good understanding of all children's starting points. Staff use early years assessment tools, such as, the progress check for children aged between two and three years effectively. Enabling them to identify where there are possible gaps in children's development. This ensures that early support is provided for individual children when additional help is needed. Daily discussions and learning journeys enable parents to have a clear insight into what their child has been doing while at nursery.

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

Staff create a warm and welcoming environment to help children and their families feel settled and comfortable. As a result, children separate happily from their parents and settle quickly into the nursery. An effective key person system ensures that children are able to build strong attachments with their allocated staff member, which helps to build on and support children's emotional well-being. Staff gather information about children's likes, dislikes and daily routines on entry and use this information to promote continuity and consistency of care. There is a flexible settling in period for children, which meets their needs and ensures that the children build a firm bond with their key person. The nursery meets with local schools to plan how they will work together to support the children's move on to school.

Healthy lifestyles are promoted effectively as children have the opportunity to be outside on a daily basis. They know how to stay healthy as they wash their hands at appropriate

times during the day, such as, before snack time and after messy play. Children's good health is promoted as they are provided with healthy snacks, such as, fruit. Parents provide their children with a packed lunch, and the nursery works with them to ensure they are healthy. They have opportunities to develop their independence skills, through putting on their own coats to go outside.

Children learn to understand about their own safety effectively as staff reinforce the importance of walking inside and good personal hygiene. Children know and understand the daily routine, for example, they happily help to tidy resources away. Pictures and text on boxes and shelves help indicate to the children where equipment goes as they work well together. This daily routine and structure helps children to move effectively on to the next stage in their learning in readiness for school. However, there is scope to improve this routine, by spending less time in adult directed activities to allow children to play for extended periods of time. Children's behaviour is good and they are encouraged by staff to use good manners as they are given clear boundaries. Staff remind them to say please and thank you at mealtimes. Staff work with children to support them to share and take turns, explaining and modelling this for children. Staff are very positive role models for the children, who teach children to show respect for each other. Consequently, children display positive behaviour and are developing an understanding of the consequences of their actions.

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

Staff demonstrate a good knowledge and understanding of safeguarding procedures. They confidently describe what signs and symptoms to look for and what action to take if they are concerned about a child's safety and well-being. Policies are in place and shared with staff and parents. Staff appraisals are carried out and safeguarding is regularly an agenda item for staff meetings. This successfully secures staff's understanding of safeguarding and all other procedures. All staff employed by the nursery hold a relevant, updated Disclosure and Barring Service check to ensure their suitability and to ensure children's safety. In addition, robust recruitment and induction processes help ensure that all staff are suitable to work with children. Effective risk assessments and daily checks of all areas help to identify potential hazards to minimise risks to children. For example, staff ensure that the door to the nursery is kept locked. This ensures that the safeguarding and welfare requirements are effectively met.

Self-evaluation is engaged in by all, including children, parents and staff. This ensures that improvements are targeted and are focused on aspects that will bring about the most impact for children. The manager fully understands the learning and development requirements of the Early Years Foundation Stage. Staff appraisals take place to ensure that staff, have the opportunity to reflect on their own practice and identify areas for improvement. Staff are motivated and fully committed to their work and this is reflected in their enthusiasm. Training is planned based on the needs of the nursery. Staff are supported to improve and develop. Currently an unqualified member of staff is training for the level 2 qualification and another member of staff is training for the level 3 qualification in childcare.

Partnership with parents is good. This supports the drive for improvement. For example, staff share information through daily updates and children's learning journals. Staff actively engage parents in supporting their child's learning at home and contributing to the assessment processes. As a result, parents know what their child is doing at nursery and how they are progressing. Parents state that they are very happy with the nursery and with the progress their children are making. The manager attends local quality meetings, where she works with other local providers and schools, to ensure all children are effectively supported.

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

Unique reference number	EY471567
Local authority	Manchester
Inspection number	949610
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	16
Name of provider	Natasha Marie Richards
Date of previous inspection	not applicable
Telephone number	07803302520

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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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