

Dryden Street Nursery

Manchester University, Dryden Street, MANCHESTER, M13 9AU

Inspection date

Previous inspection date

17/01/2013

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

- There is an effective key person system, which promotes positive relationships between practitioners, parents and children. Practitioners are consistently attentive to children's individual needs. As a result, children are happy, secure and enjoy being at the nursery.
- The manager and her team recognise children as individuals and demonstrate a positive attitude to providing an inclusive environment. Consequently, children feel a strong sense of belonging.
- Children thrive because the nursery fosters their independence well. This builds their confidence, resilience and ability to learn by themselves.
- The management of the setting provides excellent support, encourages teamwork and provides opportunities for professional development. Practitioners are involved in the self-evaluation process and contribute their views and ideas for future development.

It is not yet outstanding because

- Children are not always provided with drinks when they get hot during dance sessions to ensure they are kept cool and comfortable.
- Practitioners are not always able to take into account children's achievements at home when planning activities because of the inconsistent use of home observations sheets.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors and also spoke to children to gain information about their learning.
 - The inspector looked at children's development records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector held meetings with the manager and spoke to practitioners.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Teresa Clark

Full Report

Information about the setting

Dryden Street Nursery was originally registered in 1992 and re-registered in 2012. It is part of a chain of nurseries run by Bertram Nursery Group, the holding company which owns Happitots Day Nurseries Ltd. The nursery is situated off the Oxford Road Corridor, Manchester and operates from a purpose built, single storey building with a mezzanine landing. It mainly serves children whose parents work or study at Manchester University.

There are some places for children from the wider community. There are five playrooms and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except for one week at Christmas. Sessions are from 8.30am to 5.30pm. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 94 children on roll, who are in the early years age group. The nursery is in receipt of early education funding for children aged three- and four-years-old. The nursery supports children with English as an additional language. The nursery employs 21 members of staff. Of these, two hold Early Years Professional Status, one holds a relevant qualification at level 6 and all other staff hold appropriate early years qualifications at level 3. The nursery 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:

- provide children with drinking water during dance sessions and physical exercise to quench their thirst and make sure they are kept cool and comfortable
- review the use of the parent observation sheets and how they can be improved to make sure that all parents are able to share their child's achievements at home with the nursery and ensure continuity and consistency for children's learning and development.

Inspection judgements

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

Practitioners have a good knowledge of the Early Years Foundation Stage and understand how children learn. Children make good progress and enjoy their time at the nursery, responding enthusiastically to the learning opportunities, activities and resources available to them. Committed practitioners use their skill and expertise as they interact with the children, encouraging their thinking and learning in a supportive environment. They have a good knowledge of children's starting points. The observation, assessment and planning methods are systematically completed throughout the setting. Children's next steps are clearly planned for and included in future planning to help children progress further in their development.

Practitioners provide babies with a wide range of activities to stimulate their senses. For example, they enjoy making marks in shaving foam and eagerly explore an interesting

range of natural materials. Babies bounce their bodies and join in the actions when practitioners sing familiar songs and rhymes to them. Toddlers have great fun as they run in and out of the tent hiding from each other. They also become engrossed in finding out what paint can do as they make marks on the paper and paint their hands and arms using different colours.

Practitioners place strong emphasis on promoting children's independence skills. For example, children delight in being the 'helper of the day' as they eagerly set the table for lunch and enjoy carrying out small tasks. They put on their own coats and hats, and older children skilfully fasten buttons and zips on their coats. As a result, children are learning simple tasks that will prepare them well for school. Practitioners are skilled and experienced at engaging children in discussion to support their communication and language skills. They use appropriate questioning to develop and challenge their thinking. For example, during group time children recall events in their own lives as they talk about their families and experiences at home for the news board.

Children see that writing has a purpose through a range of activities, both indoors and outdoors. For example, while mark making in the 'office' with notepads, diaries and lap tops, a child says to another 'you need to write this down'. Practitioners support older children to sound out letters as they practise writing their name. Children are confident communicators as they question the inspector about why she wears glasses. An older child quickly responds explaining 'it's because her eyes are worn'. Children listen intently to familiar stories, which promote their thoughts and ideas. For example, children express their feelings about the dark.

Children have good opportunities to develop their imagination as they act out familiar roles in the home corner, such as feeding the dolls and rocking them to sleep. They dress up in sparkly clothes and invite the inspector to join their princess party. Children eagerly join in the regular dance sessions moving their bodies with good control as they skip, gallop and hop. Younger children learn about simple shapes and colours, through active learning, using shape sorting equipment and jigsaws. They develop a very good understanding of mathematical concepts. For example, a child points to the toilet doors numbered one to four and tells the inspector 'there's no five'.

Children who speak a second language, such as Kurdish and Mandarin, are fully supported as practitioners gather key words and information about the children and families. This ensures each child is valued for their uniqueness and is fully included. Several children are bilingual and some skilfully translate their home language into English to communicate to practitioners what they are saying. For example, describing a recent skiing trip.

Parents spoken to during the inspection confirm that they are regularly informed about their children's progress. Also, they are encouraged to view their children's learning and development records, which are easily accessible to them. The setting invites parents to complete observation sheets to share what children have been doing at home. However, these are not consistently used so practitioners do not have regular information from home to inform and complement the planning for all children.

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

Children are happy to attend the nursery and enjoy learning in the safe and caring environment. They benefit from an extremely effective key person system, so that each child and their family get to know a particular practitioner well. As a result, children form secure attachments in the nursery. This provides a strong foundation for babies developing independence and exploration and for all children developing skills for future learning. Relevant and meaningful information is discussed to provide children with the very best care and support from when they first start at the setting. Care is taken to ensure children are confident to be left by their parents or carers, who stay with the children until they are fully settled.

High priority is given to promoting children's personal, social and emotional development. Children play a full role in their learning, displaying confidence and independence, as they explore the stimulating environment happily and with a clear sense of belonging. The nursery ensures children develop an understanding of other cultures through using a range of activities, books and resources. Practitioners provide a range of activities and experiences that encourage children to share and take turns. Children listen to what they are told and follow simple instructions, for example, tidying away toys before moving on to the next activity. Children's behaviour is very good in the nursery because practitioners are positive, calm role models for the children. They consistently praise, value and encourage children. The star of the week board displays photographs of children and celebrations of their achievements. As a result, children display high levels of confidence and self-esteem.

Children's good health is successfully promoted in all areas. Children demonstrate an age appropriate understanding of the need to wash their hands. Simple pictorial cues in the bathroom area remind children of hand washing routines. At meal times, children sit in family groups and eagerly serve themselves, passing the serving bowl around the table. These small groups successfully promote children's conversational skills very effectively as they chatter happily with their friends and practitioners. Practitioners sensitively support the younger children to quickly gain their independence in feeding themselves. Children benefit from freshly prepared nutritional food and fresh drinking water is available in all rooms for children to help themselves. However, during the dance session children state they are hot, but are not offered water during or at the end of the session to help them cool down.

Children have good opportunities to enjoy the outdoor environment in all weathers. They enjoy playing in the stimulating area, which encourages them to extend their physical skills, as well as to enjoy fresh air and exercise. For example, they balance, swing and climb using a range of equipment, including recycled tyres, wooden beams, wheeled toys, balls and hoops. Children eagerly tell the inspector 'there's lots to play with outside'. Children learn how to keep themselves safe effectively as they handle a wide range of tools and equipment safely. They respond very well to the sound of the fire alarm, calmly stopping what they are doing and line up to be counted.

The effectiveness of the leadership and management of the early years

provision

The manager and her team have a secure understanding of their responsibility to ensure that the nursery meets the requirements of the Early Years Foundation Stage. They understand their role and responsibilities within this framework. There is a good mix of child-initiated and adult-led activities that effectively progress children's learning and development in all areas of learning. They know the children and families well and have built very good relationships with them. Effective documentation is in place to ensure that children receive enjoyable and challenging learning experiences that are tailored to meet their individual needs. Every child, from the youngest to the oldest, receives a happy and enjoyable early years experience, which secures their future learning.

Arrangements for safeguarding are robust with all practitioners having received training. As a result, they are secure in their understanding of the procedures to follow in the event of concerns about children or about a colleague. A comprehensive child protection policy is shared with all practitioners and parents to keep them informed of their responsibilities. Children are further safeguarded by the nursery's robust recruitment, vetting and induction procedures, which help ensure the suitability of practitioners who work with the children. Detailed risk assessments are completed regularly and additional daily checks help to identify and minimise any risks to children. All adults working with children have a current first aid qualification, ensuring that children are well protected in the event of a minor accident.

Parents are extremely complimentary about the nursery and enthuse about the commitment of the 'wonderful staff who have worked in the nursery for a long time'. They value the opportunity to join their children for lunch and are impressed by their independence skills. For example, how they serve themselves and use a knife and fork. Parents feel reassured that their children are safe and happy. The nursery currently has no children with special educational needs. However, practitioners are clear about how they would work in partnership with other professionals to support children where necessary.

The manager and her team set high aspirations for quality. The nursery has made very good progress since the transfer of management responsibility to the Bertram Nursery Group. Revised systems for observation assessment and planning are embedding well. This ensures children are well supported in their learning and development. Management successfully identify priorities through various evaluative mechanisms, such as, an evolving self-evaluation document, listening to practitioner ideas and asking parents for their views. The vision for the future development of the nursery is drawn from this information and includes developing the outdoor play area. This successful management structure is effective in monitoring the educational programme, monitoring children's progress and supporting practitioners' professional development. There is a clear vision for the future and the development plans demonstrate a commitment to enhance the nursery to benefit children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY451347
Local authority	Manchester
Inspection number	809506
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	86
Number of children on roll	94
Name of provider	Happitots Day Nurseries Limited
Date of previous inspection	Not applicable
Telephone number	0161 272 7121

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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 that are usually their 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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