

Windsor Road Day Nursery

13 Windsor Road, Newton Heath, MANCHESTER, M40 1QQ

Inspection date

Previous inspection date

06/02/2014

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 and babies are confident and happy because they form attachments to key persons, which supports their emotional well-being. Staff demonstrate a very good knowledge of how to manage any concerns they may have about a child's welfare.
- Staff have a good understanding of how to support children's learning through planning, observation and assessment. They use children's interests and information from parents to provide educational activities that motivate children to learn.
- Effective partnership working has already been established with local agencies, such as children's centres, schools and other professionals in order to support children's continuity of progress.
- The owner strives to build a highly-qualified and experienced staff team. Staff are deployed effectively to provide a very good standard of care and education for all children.

It is not yet outstanding because

- Evaluation of the learning environment has not identified how the key group times in pre-school may be best used to maximise children's learning or how teaching about diversity can be enhanced by the use of displays of alternative forms of written communication to English.
- The staff performance management system using regular observations on staff is too recently introduced for its impact on quality of provision to be fully ascertained.

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 reviewed a range of information available about the nursery, to prepare for the inspection.
- The inspector toured the premises.
- Documents regarding staff suitability and their qualifications were checked during the inspection.
- The inspector carried out observations of childcare staff and their interactions with children throughout the day.
- The inspector held a meeting with the owner and the deputy manager, and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector and the deputy manager.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Windsor Road Day Nursery was re-registered in 2013, under the ownership of Johnson Day Care Limited, on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a converted house in the Clayton Vale area of Manchester. The nursery operates from two rooms on the ground floor and two in the basement, along with associated facilities. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery employs 15 members of childcare staff, of whom nine are qualified to level 3 or 4. The owner is qualified to level 7, with an honours degree in early years and a National Professional Qualification in Integrated Centre Leadership. Two part-time staff are qualified teachers, one of whom also has early years professional status. In addition, another member of staff has an early years foundation degree. The nursery also employs a cook and a cleaner. There are 53 children on roll, attending for a variety of sessions, of whom 51 are in the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery also offers a very small number of places for before and after school care to children aged under eight years.

The nursery receives support from the local authority's early years quality team.

What the setting needs to do to improve further

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

- explore ways to enhance the opportunities for communication and language development, such as listening skills, during children's small group times with their key persons in the pre-school room

- enhance the already good use of text in the environment by displaying other languages and scripts, along with methods of communication such as musical notation or braille, to support a greater awareness of diversity

- embed the recently introduced system of observations which informs the performance management of staff, in order to further enhance the ways in which staff are supported through training and constructive feedback.

Inspection judgements

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

Children make good progress in their learning, as key persons have detailed knowledge of how individual children learn, including those with special educational needs and/or disabilities and English as an additional language. A key strength of the nursery is the deployment of one of the qualified teachers to provide focused support for children with special educational needs and/or disabilities as part of her role. Staff make plans for inclusive activities based on their observations of what individual children can do and use any information gathered about children's interests to help motivate them in their learning. Educational programmes are well matched to children's ages, stages and resulting needs, and, as a result, children engage with activities provided. Observations are made frequently on children's learning and these are compared to expected developmental milestones for children's ages. Comprehensive assessments are made of children's learning, through tracking their progress in detail, including the progress check at age two. As a result, staff can see if progress is as expected, above, or below for their age and stage. This means that staff are able to address any gaps in learning that may emerge, so that early intervention can be made to help prevent future difficulties.

Babies are encouraged to explore objects with different textures and patterns, through the use of 'treasure baskets' containing items which are synthetic and natural in origin. Staff talk to them during this to help develop their early thinking and communication skills. Staff provide opportunities for walking babies to make collages using a variety of materials, again to develop their communication skills through talk about their creative play. Song is used frequently by staff to sustain babies' attention, such as when pointing out a picture in a book or showing children how to play with small world toys. This helps babies to develop concentration, which facilitates later learning. Children explore trays of corn flour mixed with water, making marks with their fingers and tools. This helps to develop their coordination as part of preparation for learning to write when they are older. Staff make good use of the activity to develop children's knowledge of descriptive words, as part of developing their communication and language skills. Rooms are equipped at all times with crayons or pencils, depending on children's ages, so that children can independently choose to practise making marks. This further supports children being able to explore their creativity and develop their manipulative skills as a result. Books are accessible to children in all rooms and text is displayed around the nursery. Use of the expertise of the early years professional has meant that this is well thought out, as large text for children is displayed at child height and information for staff and parents is situated further up the walls. However, this good use of text with accompanying photographs or pictures has not been maximised by introducing other languages, scripts or communication methods, such as braille or musical notation. As a result, displays do not enhance children's knowledge of diversity. Although, children do have opportunities to learn how other cultures celebrate festivals like Chinese New Year. The daily routine incorporates frequent times when staff work with only children from their key group on number, literacy and communication skills using song, rhyme and books. This means that key persons develop a greater knowledge of children's learning which in turn enhances the precision of planning. However, in the pre-school room, the presence of several key groups sometimes creates background noise

over which it is harder for children to effectively 'tune in' to speech. As a result, the organisation of some of these small group times means that their impact on learning is not maximised.

Parents are encouraged to provide regular information about their children's learning and experiences away from the nursery in order for staff to incorporate this in to their planning. This helps to support continuity of learning and broadens the educational programmes for children. Parents have ongoing access to the plans for their children's learning as these are displayed in rooms, and this supports continuity of learning for children. They can see their children's learning records at any time and parent's evenings have already taken place in order for parents to discuss their children's progress with key persons.

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

The nursery operates a key person system in order to support children's emotional welfare. Key persons show a consistently good knowledge of children, their routines and their interests. They therefore provide effectively for children's emotional well-being, which supports children's learning. The owner has been pro-active in building partnerships with parents by recently holding a 'meet the staff' evening in response to the changes to the staff team since the re-registration of the nursery. Children and babies in all rooms demonstrate confidence by exploring the space and resources. In all areas of the nursery, children developing a sense of responsibility and self-help is a priority. For example, at mealtimes, children in the pre-school collect their own plates of food from staff. Children learn to manage their own needs for drinks by having ongoing access to drinking water through the day. This is because they can choose to take drinks based on recognition of their own needs.

Children's behaviour is good throughout the nursery. They use resources safely, showing regard for their own safety and that of others. Staff make good use of strategies, such as distraction in order to help young children learn to manage their feelings and behaviour. Deployment of staff at all times of the day supports children's learning and welfare effectively and ratios of staff to children are frequently better than legally required. Resources and toys are highly accessible indoors and out, and these cover the breadth of the areas of learning in the Early Years Foundation Stage. As a result, children develop independence because they can make decisions about what to play with. Children's welfare is well-protected by a comprehensive range of parental permissions. The nursery provides an outdoor play environment, which gives children opportunities to take reasonable risk in their play, with careful supervision. For example, children can balance on crates or stilts and pedal on wheeled toys. This enables children to enjoy exercise outdoors and learn about the benefits of this as part of a healthy lifestyle. Eight staff are qualified in paediatric first aid in order to deal quickly with any emergencies of this type and the owner has organised for recently joined staff to complete this soon, so that support in any emergencies is enhanced. Food is cooked on the premises and children can make choices from healthy options, supporting their enjoyment of a balanced diet. They show a good level of self-care and are learning to manage a variety of aspects of personal

hygiene appropriate to their age and stage. For example, staff help children to brush their teeth after lunch. Consequently, children have opportunities to learn effective health and hygiene routines. All areas of the nursery are clean and well-maintained to help prevent the spread of any germs. Robust, practical safety measures are in place to help prevent accidents. For example, children aged two- to three-years-old use the shorter, less steep external staircase to move between the outdoors and their room, rather than the internal staircase. Children's security is protected by having keypad code entry to the main door to the childcare rooms, preventing unauthorised access.

Staff in the baby room build babies' confidence by providing plenty of one-to-one attention, especially for those who are new to the nursery. They take care to talk to children and babies during care routines, such as nappy changes, in order to make use of the opportunity to develop children's communication and language. The times when children change room within the nursery are smoothly managed, with discussion with parents to support children during this. A flexible approach based on the needs of individual children is taken, to maintain children's emotional well-being. Comprehensive information to support children's good health and well-being is maintained from when children join the nursery, in order to meet their individual needs, such as dietary requirements. This is regularly updated in order to continue to meet children's needs effectively. Care plans for children with additional health needs are regularly reviewed as information is received from parents or other professionals, in order to meet their needs. Key persons are knowledgeable about these, in order to meet the needs of children in their rooms or key groups effectively. The owner has been pro-active about making links with local schools in order to support continuity of children's learning and well-being when they transfer to full-time school.

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

Risk assessments and safety checks are detailed and reviewed as needed or yearly, to ensure that they enable children to play safely and freely on the premises and on local outings. Staff have a very good understanding of how to manage any concerns they may have about a child's welfare due to training from external training providers and ongoing checks on their knowledge. The owner, managers, staff and any students are checked and vetted for suitability to work with children. Procedures for recruitment and induction are rigorous, in order to ensure that children are protected and an effective staff team continues to be built. All documentation related to statutory requirements is complete to support the safe and effective running of the nursery, including a policy for the safe use of devices with cameras on the premises, such as mobile phones. A comprehensive range of policies and procedures is used to maintain a high standard of care and learning for all children in the nursery. For example, as part of the mobile phones and cameras policy, staff and visitors must store these devices in a basket in the main office. Responsibilities of staff and managers are very clearly defined to ensure that they have a good understanding of how to carry out their roles to a high standard. To support this, the owner strives to have ratios of staff to children which are better than those stipulated in the requirements of the Early Years Foundation Stage. The owner has a very good

understanding of these requirements for staff to child ratios and the ages at which staff may be counted in these, in order to ensure that children are well-supervised at all times. As a result, children receive a good degree of individual attention from suitable adults for their care and learning. In addition, prompt cards are displayed around the nursery to remind staff and students of the effective practice expected of them.

Staff plan educational programmes firmly rooted in the needs of individual children and groups of children. These provide good levels of challenge appropriate to their age and stage of development, so that children's progress is well-supported. There are thorough systems in place, which are regularly used to monitor the quality and consistency of observations, planning and assessment of children's learning. This means that good practice to support children's learning is maintained throughout the nursery. The staff's quality of teaching is monitored through daily ongoing observations by room managers as well as by a recently introduced observation programme by the owner and deputy manager. This enables any perceived underperformance to be quickly identified so that staff are clear about the high standards expected from them, when working to support children's development. Staff are supported to identify areas where they would like more training through regular staff meetings and also through their frequent supervision meetings. This helps them to provide an enhanced level of care and learning for children by developing their skills and knowledge. The owner shows a very high level of awareness of how to manage training and professional development that meets the need of a newly formed staff team. She also ensures that the part-time qualified teachers are deployed in areas where the new staff team can benefit from focused support, such as enhancing practice and the environment in the rooms for two- to three-year-olds.

The nursery has established good partnerships with parents, who praise the caring and motivated staff. Partnership working with other agencies and professionals is effective, in order to maintain support for the range of needs of children attending the nursery. The owner has already developed links with the local children's centre in order to better support children and families who use her provision. Parents have opportunities to contribute to the nursery's development both through verbal and written means in order to support the drive for continuous improvement. Staff have frequent opportunities to share information for the evaluation process with the owner and manager at the regular meetings. For example, staff are encouraged help to write the nursery's self-evaluation with room managers and contribute ideas for enhancing the nursery's provision for children's learning and welfare. Pre-school children are asked for their views about new resources that they would like, in order to give them a voice, showing them that their ideas are important. Overall, there is already a highly purposeful approach to bringing about continual development of practice. This is because the owner uses her wealth of experience from managing a children centre to reflect and plan for continuous improvements in order to enhance the nursery.

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	EY463038
Local authority	Manchester
Inspection number	934784
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	34
Number of children on roll	53
Name of provider	Johnson Day Care Ltd
Date of previous inspection	not applicable
Telephone number	0161 683 4899

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

