

Glen Jakes Private Day Nursery

Bean Leach Road, Offerton, STOCKPORT, Cheshire, SK2 5JE

Inspection date	17/04/2014
Previous inspection date	14/09/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff have a good understanding of children's needs and starting points. They plan for their interests well and are confident to make interventions when needed. As a result, children are making good progress.
- The leadership and management of the nursery have made good use of self-evaluation. They have effectively identified targets for improvements and drafted detailed action plans to prioritise and address them.
- The staff have a secure understanding about their role in protecting children and they extend their understanding through regular training.
- Relationships with parents are strong; they receive good information about their children's progress and parents actively contribute to the nursery's plans for improvement.

It is not yet outstanding because

- The good systems in place for monitoring staff performance do not fully include peer observations, so that staff can learn from each other through honest and critical reflection.
- Opportunities are not consistently maximised by staff to reinforce children's learning with regard to why health and safety rules and practices are in place.

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 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 in all rooms within the nursery. The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the nursery with the manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

Inspector

Joanne Ryan

Full report

Information about the setting

Glen Jakes Nursery was registered in 1985 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in large grounds attached to the registered person's home in the Offerton area of Stockport and is managed by an individual. The nursery serves the local area and is accessible to all children. Access to the main entrance is via a number of steps, although ramp access can be provided. There is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff. All of whom, hold appropriate early years qualifications at level 3, including one at level 5 and one at level 6. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 57 children on roll, of whom 47 children are in the early years age group. The nursery provides free early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on existing good systems for the monitoring of staff performance, for example, by fully establishing peer observations so children continue to receive the best teaching and care possible
- enhance children's learning by making sure that their understanding is maximised with regard to why safety rules and health practices are in place.

Inspection judgements

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

Staff accurately assess children's starting points taking detailed information from parents about what children already know and can do at home. They make good use of this information, with their own assessments, to effectively plan suitably challenging activities as soon as children start nursery. Staff and parents meet frequently to discuss children's progress in all areas of learning and discuss next steps together. Therefore, parents are fully involved in their children's learning. Staff provide parents with a progress report every three months, which includes suggestions of how they can support learning. Therefore, parents are able to continue children's learning at home. Observation and assessment procedures are effective and tracking is undertaken, which results in learning experiences that provide challenge. Children make good progress in all areas of learning and development, as planning is based on individual children's needs and interests.

Children are developing their understanding of the world as they visit the horses within

the grounds of the nursery on a regular basis, where they learn how to care and feed for them. Children grow flowers, which supports their understanding of change over time and the requirements of living things. Babies develop their physical skills as they climb in and out of the ball pool and pour and tip the sand. Staff promote children's mathematical awareness through daily activities. For example, when children go out to play they count how many children are present, so children can work out how many blankets they need to take outdoors to build a spaceship. Children have good opportunities to develop their imagination through building dens and spaceships outdoors. Children make good progress in their communication and language because staff sing songs with them and give each child the opportunity to speak at circle time. Therefore, children are gaining the key skills required for school.

The quality of teaching is good because staff have a secure knowledge of how children learn. Staff engage well with children and support their involvement in activities. For example, staff use water to paint pictures alongside children outdoors. They describe the picture they are creating and children are eager to create their own pictures because of staff enthusiasm. Staff encourage young children to throw the ball to each other, which supports them in building friendships with each other. Children who have special educational needs and/or disabilities are well-supported. Staff work in partnership with a range of other professionals to support children's individual care and development needs. They put into place individual educational plans, which allows all children to reach their full potential.

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

The nursery has a good key-person system in place, which enhances all aspects of children's development. Children are settled and happy in the nursery, exhibiting a strong sense of confidence. Children have secure relationships with staff and demonstrate a good sense of belonging. For example, toddlers participate in circle time where they look at photographs of each other and their key person. They then take great delight in sticking their pictures up on the board for everybody to see who is present today. Children say the names of their friends and staff as they recognise each other in the pictures. Staff gather a good range of information from parents upon entry, which means they settle easily into the nursery. Children are well-supported in their transitions within the nursery. This is due to the settling-in visits with their key person as they move into a different room. All individual records and learning journeys are passed onto the next key person, in order to meet and support children's individual welfare and development needs. Staff and parents share information through a daily communication book, which means children's care needs are continually met. The good emphasis placed on meeting children's emotional needs means they are well prepared for their next stage of learning.

Children behave well in the nursery; they listen to staff and play cooperatively with their peers. Children have good levels of self-esteem and take pride in their achievements. Staff have developed a number of methods to build children's confidence. For example, children's photographs are displayed when they gain star of the week. Resources are well-organised, indoors and outdoors, so children can be independent in their play. Staff encourage children to be as independent as possible. For example, children clean the table

before snack time and lunch time and serve their own drinks and food. Staff ensure children are safe by supervising them in their play and giving them instructions if they do something that might be dangerous, such as climbing on toys. Staff allow children to take risks, such as climbing on the outdoor equipment. However, there is scope for staff to extend children's understanding of how to keep themselves safe by extending the explanations to include the possible dangers.

Children are able to independently access drinking water indoors and outdoors throughout the day so that they do not become thirsty. Opportunities for outdoor, physical play are plentiful and staff make very good use of the play space available. Staff support children's understanding of healthy lifestyles through discussions. For example, when they read a story, they discuss which foods in the story are healthy and how that might make you feel. Staff discuss with children how their heart beats faster when they exercise, this allows them to consider the effects of exercise on their body. Children are provided with a varied and nutritious diet. Parents have been consulted on the menus and a number of changes have been made to improve the nutritional content and variety, which promotes children's healthy lifestyles. Children wash their own hands and staff discuss with them why they need to wash their hands, which supports children's understanding of good hygiene.

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

Staff have a good knowledge of safeguarding procedures and children are well-protected in the nursery. All staff have attended safeguarding training and are aware of appropriate contacts for further advice and support should they be concerned about a child's welfare. There is a vetting process to check that all adults having contact with children are suitable to do so. Well-organised systems are in place for recruitment and selection, supported by an effective induction procedure. Staff are required to complete and regularly update a health declaration, which includes declaring any medication they might be taking. This contributes to ensuring staff remain suitable to work with children. Staff show a secure understanding of risk assessment. Written risk assessments are in place and are undertaken to minimise risk to children, for example, staff check outside before children go out to play and undertake daily room assessments to ensure resources are safe for use.

The management team regularly monitor educational programmes and planning to ensure that provision is meeting children's needs. For example, they moderate each child's summary progress sheet before it is given to parents and work with staff if any improvements can be made. They carry out cohort analysis, which highlights the areas where children were making least progress. They then work with staff to make improvements in these areas of learning. For example, shape, space and measure was previously an area of weakness and managers met with staff to discuss a wide variety of activities that staff might offer to enhance this aspect of learning. Each room developed an action plan to ensure that activities offer a full range of challenging and stimulating activities across all areas of learning. However, there is scope to develop peer observations so that all staff have the opportunity to reflect on and improve each other's practice. Staff know their key children well and children have a positive attitude to

learning. As a result, children make good progress. The voice of children, parents and staff are reflected in the self-evaluation and the management team are proactive in responding to suggestions for further improvement. They provide parents with a summary of developments based on their suggestions so they know their views have been listened to. The management are highly supportive of professional development and identify training needs through regular supervisions and appraisals.

Staff have good relationships with a range of other professionals. For example, staff work with local schools at transition times and provide them with reports detailing children's current stage of learning. They take advice from the local authority advisor to help them in improving their practice and work with professionals when appropriate to effectively support children's individual needs. Staff have a sound understanding of working in partnership with parents and have developed a range of ways to keep them involved. Staff demonstrate a suitable understanding of the need to work with other providers of the Early Years Foundation Stage if the need arises to support continuity of care and learning. The manager demonstrates a good knowledge of the changes that must be notified to Ofsted.

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
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	307142
Local authority	Stockport
Inspection number	961260
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	47
Number of children on roll	57
Name of provider	Jacqueline Homer
Date of previous inspection	14/09/2009
Telephone number	0161 487 1157

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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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