

The Stables Day Nursery

348, Moorside Road, Swinton, Manchester, M27 9PW

Inspection date

Previous inspection date

05/03/2013

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

- Planning involves parents and is clear and effective. This means that all staff are aware of each child's current needs. An effective key person system builds strong relationships to support children's well-being.
- Children are engaged and involved in activities; they are supported well to follow their own interests because staff have a secure knowledge and understanding of how to promote their learning and development.
- Monitoring of planning and assessment and sharing information through weekly meetings ensures that all staff know all children in their care. Individual and groups of children are monitored, which means any gaps in learning are identified at an early stage.
- Children's communication skills are effectively promoted because staff provide a language rich environment.

It is not yet outstanding because

- Access to the outdoor area to provide opportunities for children to explore and investigate the natural world is not fully developed.

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 conducted a tour of the premises both indoors and outdoors.
- The inspector talked to parents to gain their views of the setting.
The inspector observed activities and children's care routines, held discussions with staff at appropriate times throughout the inspection, and looked at children's assessment records.
- The inspector checked evidence of suitability and qualifications of staff.
- The inspector and manager conducted a joint observation of an activity.
- The inspector provided feedback to the manager and a representative of the local authority.

Inspector

Catherine Garratt

Full Report

Information about the setting

The Stables Day Nursery Ltd was registered in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is owned by a limited company and is situated in two purpose-built buildings in the Swinton area of Manchester. Children have use of two ground floor play rooms and two first floor play rooms located over two buildings. There is a fully enclosed area available for outdoor play. The nursery opens Monday to Saturday all year round, with the exception of bank holidays and Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery employs eight members of staff to work with the children, seven of whom have appropriate early years qualifications at level 3. The nursery is a member of the National Day Nurseries Association and works with the local authority on the 'Every child a talker' programme.

What the setting needs to do to improve further

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

- develop the outdoor play area to provide a challenging play environment that is flexible and can be varied to meet children's individual needs. Give children the opportunity to spend more time outdoors, if they wish, to explore the natural world through a variety of activities.

Inspection judgements

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

Children develop the skills they need to fully support their future learning and school readiness. This is because staff effectively provide an indoor environment that offers good levels of challenge linked to children's interests, age and stage of development. Children are active in their learning and enjoy exploring and playing, so they are making good progress in their learning. Staff watch the children as they explore the environment. They interact well with the children and use these interactions to support children's development creatively. Those working with the babies position themselves to gain eye contact, which is important to develop early communication skills. Their tone of voice changes as they encourage a child to take a few more steps to develop their physical skills, or as they play peek-a-boo to develop the mathematical skill of calculating by understanding that things appear and disappear.

Children are engaged in activities because staff encourage them to explore objects and support them to follow their particular interests. When children handle and investigate objects staff support their language development by speaking the names of items and repeating. For example, a child is engaged in an activity of her own choice. She collects plastic cutlery and posts them into the cupboard. She is active in her learning, as she seeks similar items to drop into the cupboard she develops her mathematical skills identifying shapes. Staff observe and enhance language skills as they provide the names for each item. This effectively supports children's creativity and thinking. All staff use songs and rhymes that they know children enjoy. Being physical and moving to action songs, such as 'Miss Polly Had a Dolly', enhances children's language development. Adding musical instruments for children to play means all their senses are used as they experience rhythm, music and movement.

Children are guided to understand the world they live in because staff provide opportunities for them to use technology within their play. Staff skilfully enhance children's imaginative role play by providing microphones and using a tablet computer linked to the internet to play songs that children dance and sing along to. Children can access recording devices. These effectively support children with English as an additional language to develop their language skills. For example, when they replay the recordings, they link sounds to letters in the book. They demonstrate their understanding when they confidently repeat the first letter sounds of the alphabet. Children with special needs and/or disabilities also receive individual support, tailored to their particular needs, so they make good progress.

Staff have a good understanding of the benefits to children's learning and development that working in partnership with parents brings. They gather children's starting points and information about their routines on entry. They use this information effectively to develop their activity plans and to prepare information for the progress check at aged two. They are skilled at identifying and sharing any concerns they may have with parents to identify additional needs and gaps in development at an early stage.

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

Staff place a strong emphasis on building relationships with children and their parents from the outset, so that children are settled and happy during their time at nursery. There is a phased settling-in process, which involves a number of visits that allow staff, parents and children to get to know each other. Staff use this time to build relationships in order to meet children's needs. They fully understand the importance to children's emotional well-being of following routines that mirror those at home. For example, they gain information from parents about how children can be comforted or settled when they become upset. This enhances children's emotional well-being and successfully supports a smooth transition from home to nursery. The nursery chef prepares all meals on site. Information is gained on entry regarding allergies and dietary requirements, which ensures that each individual child's dietary needs are effectively met. Children are provided with healthy snacks, such as fruit and potato cakes, so they learn the benefit of a healthy lifestyle well.

Children show that they have developed secure bonds with staff as they interact during their play. Babies respond positively to staff by holding their hands up to show they want to be picked up. Children are encouraged to be independent, which develops their confidence, as they are encouraged to walk holding hands. Staff show they have developed relationships and understand young children's attempts at communication during snack time when they understand children's sounds and body language mean they want more or don't like something. As a result, children's needs are met and they are relaxed and at ease, creating good foundations for learning.

All rooms are well equipped with a broad range of resources that are clean and attractively presented to encourage children's exploration. Furniture and equipment in each room is specific to the needs of the different age groups. For example, all rooms have sensory play; babies have a large tray on the floor so that they can sit and investigate a variety of items, such as shredded paper. Older children have sand and water trays where they stand. Staff provide a variety of resources, such as buckets, funnels and stones, which promotes the independence well.

Staff teach children about keeping healthy and the benefit of fresh air and exercise is promoted. Staff use the outdoor area to provide opportunities for children to be physically active and develop their control and movement as they push their prams around, negotiating space in safety. They enjoy trips to the local park, which enhance their co-ordination as they climb and balance on equipment and logs. However, there is scope to improve the outdoor area to provide children with further opportunities to explore the natural world through a wider range of activities, such as digging and investigating features.

Children take responsibility for small tasks, such tidying up, they begin to understand the need to ensure safety and care for their environment. They are praised for being helpful, kind and sharing. They play alongside each other well. When conflict occurs, staff help children to consider the views and feelings of others. Older children learn to follow good hygiene procedures by washing their hands before snack time and brushing their teeth after eating. The environment reinforces children's independence as the sinks, taps and mirrors are all accessible to children.

Staff have a good knowledge and understanding of the importance of providing support for children in their transition to school. They have developed links with local schools and are preparing to make contact with teachers once places are allocated to take children on visits. This effectively helps children to become used to the new environment and feel safe and secure.

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

The manager of the provision fully understands her responsibilities in relation to meeting the learning and development requirements of the Early Years Foundation Stage. She has implemented a detailed induction programme for staff along with regular staff supervision meetings. She carries out weekly team meetings to review the educational programmes

that are offered. Whiteboards have been installed in each room to make planning more accessible to staff and parents. Staff record children's interests and parents' comments. This ensures that activities are responsive to children's changing needs. The manager completes a progress review of all children, she makes comparisons between groups of children. For example, she compares the progress of boys to girls and makes changes to the activities offered to support any identified areas. This helps children to make good progress, reach and exceed the expected levels of development.

There are comprehensive policies and procedures in place in relation to safeguarding children. Staff are well informed of their responsibilities. They have a good understanding of the possible signs of abuse and there are detailed procedures in place to manage any concerns they may have about children in their care. This effectively promotes children's welfare. Staff carry out comprehensive risk assessments of the premises, both inside and outdoors, to ensure that children can move around freely and in safety. Any concerns raised are given the upmost priority, dealt with promptly and effectively. For example, concerns regarding a type of paint used was immediately acted upon and new procedures put in place to further promote children's safety.

There is a positive attitude to working in partnership with other professionals. There is a close working relationship with staff from the local authority to secure improvements. For example, the nursery is part of the 'Every child a talker' programme, which supports staff to improve children's language skills. As a result, a 'communication friendly space' has been added to each room because staff have developed their understanding of the importance of creating an environment for children that promotes speaking and listening. Links have been created with other early years providers to share ideas and good practice. Staff are skilled at identifying when children need more help and involve parents, other agencies and professionals to meet these identified needs. Parents say they feel welcomed and fully included in their child's learning and development through daily talks, diaries, review meetings and training opportunities.

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 | 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 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 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

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|------------------------------------|-----------------------------|
| Unique reference number | EY452380 |
| Local authority | Salford |
| Inspection number | 883117 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 55 |
| Number of children on roll | 39 |
| Name of provider | The Stables Day Nursery Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 01617943339 |

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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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