

# Nutkins Nursery Play and Learn

15 Half Edge Lane, Eccles, MANCHESTER, M30 9AY

<b>Inspection date</b>	24/10/2013
Previous inspection date	08/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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, confident and settled because there are warm relationships with their key worker.
- Expectations of children's behaviour are clear and children concentrate for good periods of time and behave well.
- Well qualified, enthusiastic and skilled staff provide a wide variety of stimulating activities so that children make good progress across the seven areas of learning.
- The contribution of parents to their child's learning is actively sought and valued. This means that children's starting points are well known and their learning and development is continued at home and in nursery.

### It is not yet outstanding because

- There is scope to improve the teaching to ensure that babies are even better supported to develop early vocalisation skills.
- Occasionally, the outdoor area is not always used fully to provide an even broader and stimulating range of learning and development experiences across all areas of learning.

## 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 playrooms and the outdoor area.
- The inspector spoke with the proprietor, manager, deputy manager, previous manager, staff and children at appropriate times throughout the day.
- The inspector looked at children's records and a sample of documents, including children's assessment files, planning documentation, policies and procedures.
- The inspector took account of the views of parents.

## Inspector

Joan Haines

## Full Report

### Information about the setting

Nutkins Nursery Play and Learn registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a converted house in the Eccles area of Manchester. The nursery serves the local area. It is accessible to all children and there is an enclosed area available for outdoor play.

There are currently 91 children on roll in the early years age group. The nursery opens Monday to Friday from 7am to 6pm all year round. It provides a breakfast club, after school club and holiday club. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery provides funded early education for three- and four-year-olds.

The nursery employs 21 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, nine hold level 3, three have level 4, one holds level 5, one has a level 6 qualification and one holds Early Years Professional Status.

### What the setting needs to do to improve further

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

- improve the teaching of babies to develop their early vocalisation even further so they make progress towards excellence
- review and improve the use of the outdoor area to provide an even broader range of experiences to promote children's very good learning and development across all areas.

## Inspection judgements

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

Staff demonstrate a thorough understanding of the Statutory framework for the Early Years Foundation Stage. The care and activities provided and methods of teaching are good overall, and all of the seven areas of learning are generally well covered so that children make good progress in their learning and development. Staff have a good understanding of how children learn and develop best, and provide them with many and varied opportunities to play, explore and be creative. As a result, children are actively engaged and participate well in their activities, concentrating for good periods of time. For

example, during story time children listen attentively and respond well to skilful questions, such as 'who is this and what is he doing?'

Children are progressing well in their personal and social development. Staff are attentive to them, giving regular praise and encouragement, and this means that children are happy, settled and confident. Children show enthusiasm and enjoyment in their learning as they collect autumn leaves of different colours and create a picture for display in the nursery. The environment is orderly and children contribute positively to this, helping to tidy up before lunch. There are warm and positive relationships between children and adults, and children learn to respect each other. Consequently, they play well alongside each other, using their imaginations as they explore making shapes and patterns in shaving foam, and show that they play well together, taking turns as they go down the slide.

Staff implement specialised programmes to develop children's communication and language skills, and this ensures that all children make good progress in listening skills and understanding spoken language. They often talk openly to adults. For example, one child proudly says 'I got soap on', as she skilfully washes her hands. However, occasionally, there are some missed opportunities to develop the early vocalisation skills of babies; this means their progress in this area does not move them towards excellence as well as possible. Children develop their interest in books through free access to chosen picture books and stories. Staff provide a stimulating variety of books as they introduce key books, carefully selected to broaden children's knowledge and understanding of culturally diverse stories. Children develop well in their use of letter and rhyming sounds as they enthusiastically repeat phrases during story time. Throughout the nursery there are labelled displays, and these help children to learn to recognise words. Children are skilled in recognising their name and progress well to writing their name. Some children also show skill in joining the dots to begin to write single words.

Through varied activities, such as threading beads, making patterns and using jigsaws of varying challenge, children effectively learn to develop their mathematical skills of sorting, matching and making patterns. Staff skilfully ensure that mathematics is covered well throughout the varied activities each day. Displays show that children successfully learn to recognise circles, squares and triangles of different sizes, and they enjoy using three-dimensional number shapes to recognise numbers.

Children show skill in handling tools, such as, pencils, paintbrushes, rolling pins, cutters and glue spreaders, through a wide variety of creative experiences, and their fine motor skills are developing well. In the attractive outdoor area, children effectively develop their physical skills through climbing, digging in sand, travelling on wheeled toys and using balls, and they show good coordination and awareness of space, themselves and others. They enjoy some opportunities for imaginative play in the outdoor area through making dens. However, the outdoor area is not used to its maximum potential to promote an even broader range of learning and development experiences across the areas of learning, to ensure children make the best progress possible.

Staff provide attractive resources in 'festival bags' and through these children learn about differing cultural celebrations, such as 'Diwali'. Children explore natural materials as they

go on a nature hunt for leaves and conkers, and they effectively learn about growth and change as they look after caterpillars. Visitors to nursery, such as the fire service, and visits to local places, including an ice-cream factory and a forest, further develop children's understanding of the world.

Babies are well cared for in an attractive baby room through good daily routines, including the monitoring of children's sleep patterns and bottle feeding as required. Staff attend well to the youngest children and babies, stimulating their senses, for example, by encouraging play with musical toys. Children show good development of physical skills as they pull themselves up standing, holding onto the ball pool, and begin to walk using push-along walking aids.

The contribution of parents to their child's learning and development is valued. Staff actively seek information from parents about children's starting points on entry to nursery. Parents share information about their child through filling in an 'All about me' form. This information is used well by staff to provide good care routines and activities related to children's individual needs. Staff keep detailed and accurate records of each child's progress and development that are clearly linked to the requirements of the Early Years Foundation Stage. Children make good progress overall, including those with special educational needs and/or disabilities and those who speak English as an additional language. Parents are kept well informed about their child's progress through a written report when children are two years old and progress reports every three months. Each child has a personalised learning and development book, which includes comments from parents, photographs and samples of work. The progress books provide useful information for parents about each child's learning journey. This record of progress also provides useful information for children's next setting or school.

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

The nursery provides a welcoming and positive environment for children, parents and staff, and this is in line with their vision to ensure 'happy children, happy staff and happy parents'. This means that children enjoy coming to nursery and settle quickly. Throughout the nursery a high priority is given to children's personal and social development, and their good behaviour shows that they feel confident and secure. The key person system works very well and staff have a detailed knowledge and understanding of children's individual needs. This is because they work closely with parents to ensure all children's needs are known. There are warm relationships and attachments between children and their key person, and this means that children are quickly comfortable and can take part in the play and learning opportunities offered. Key persons demonstrate enthusiasm in speaking about the progress individual children make in their learning and development.

Staff skilfully ensure children's smooth transition between rooms, and pass information detailing children's developments, achievements and interests to their next key worker. Children benefit from an induction period and staff provide an effective 'gradual admissions' period when children visit the next room to become accustomed to the new environment before they move there. Visits from staff of the neighbouring nursery are arranged each year, and this promotes a smooth transition for children when they move

there.

The manager and staff work successfully together to promote a positive environment for all children. Varied and stimulating resources are freely accessible to children at their height, and this means they exercise choice and use their initiative as they explore the experiences available each day. There is a clear structure to each day in every room, and an attractive display in the baby room shows what babies do from morning through to the afternoon; this is useful information for parents.

Staff have high expectations of children's behaviour. Children learn how to behave well because staff are clear about what behaviours they expect. For example, as children go down the main staircase they are encouraged to line up and move down the stairs one by one, without causing risks to each other. Children respond well to staff direction. Children develop good levels of independence in hygiene and self-care as they learn to use the taps, sinks and soap dispensers to wash their hands before meals. Those children who need help with hygiene and cleanliness routines are well supported by staff. The manager effectively ensures cleanliness of the indoor environment and has reviewed arrangements to ensure effective daily cleaning. Staff ensure that children's hands are clean at key times in the day and hygienic practices are in place relating to children's personal hygiene needs. The nursery follows clear procedures for hygienic practices in the use of colour-coded mops and cloths for different areas in nursery, and has recently achieved top marks in a local authority award for good practice in cleanliness in the nursery.

Children are supported well in learning about how to conduct themselves as they move around the indoor environments following the 'golden rules', such as 'be kind, look after toys and share with friends'. They learn to keep themselves safe, for example, as they are effectively taught how to cross roads safely on outings. Staff are vigilant and supervise children indoors and outdoors to ensure their safety.

The outdoor area provides an attractive space in which children exercise in the fresh air, and staff actively encourage this in all seasons and weathers, promoting children's health and well-being. Staff undertake daily health and safety checks in each room, and there are effective risk assessment processes in place that are reviewed regularly to promote children's safety in the indoor and outdoor environments. There are also more specific risk assessments relating to outings. Through these processes staff regularly check the environment to monitor risks and minimise them and to ensure that they promote children's safety well.

Children learn about healthy eating as they talk about the food and drinks at the snack and lunch table and they enjoy this sociable time with adults. They show good eating habits and skill in using knives and forks. All children have their own beaker and they have regular access to drinks, such as milk and water. Fresh food is skilfully prepared each day on-site, and a varied and healthy menu is provided. The nursery holds a local authority five star award for food hygiene and has recently achieved an award for good performance in providing healthy foods. Children's care needs are well provided for and there are peaceful sleep and rest areas for babies and children of all ages.

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

This inspection was brought forward due to concerns about an accident. The inspection found that the manager took appropriate action at the time of the accident and notified parents, and due attention has been paid to removing hazards. Children are well supervised at all times and staff are deployed effectively to ensure children's safety. Daily health and safety checks and annual reviews of risk assessments are in place to ensure that children are safe and that such an accident does not happen again.

The manager has a good overview of the educational programmes and this means that there is good provision overall for children's learning and development. Staff have received effective training in the Statutory framework for the Early Years Foundation Stage, and the activities they provide are closely matched to the early learning goals. Daily discussions and staff meetings are effective in ensuring that practice is reflected upon and reviewed regularly so that the care and educational practices meet children's needs. The manager ensures that recruitment processes are effective in ensuring that suitable people, with appropriate qualifications, are employed to support children's development. Staff are effectively inducted into the nursery and further training is promoted and evidenced in each member of staff's individual training record. The staff are enthusiastic, skilled and take pride in attending to children's needs. Staff have regular opportunities for supervision and appraisal of their practice, and this ensures good practice overall.

All staff have received effective training in safeguarding, and the manager ensures that new staff are trained in safeguarding procedures and practices. The manager and staff demonstrate good understanding of the signs and symptoms of abuse and who to report to if there are any concerns about individual children. This means that children are kept safe and their well-being is promoted.

The nursery takes part in the local authority 'quality improvement framework' and this supports review of practice to identify strengths and areas for development. There is an action plan, which effectively identifies areas for improvement in daily activities and in managing the nursery, and this is used well to guide specific improvements in practice. Since the last inspection improvements have been made to the provision for the development of children's literacy skills, through greater attention to the availability and use of books. This means that children are well supported to enjoy a good variety of books that are freely accessible to them, and they effectively learn about the printed word.

There are good links between the nursery and local authority support services, including speech therapists, early years support workers and special educational needs networks, and this supports continued improvements which benefit children. The partnership with parents is strong. Parents' contributions to their child's learning are actively sought at all stages of their time in the nursery. Comments from parents are included in children's personalised progress books. As a result, children's learning and development at home is effectively continued in the nursery. Parents are provided with detailed and regular information about children's progress through daily diaries and written reports every three

months. The manager and staff provide a welcoming environment and speak openly with parents. This ensures that children's needs, interests, progress and achievements are effectively shared regularly.

### **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

<b>Unique reference number</b>	EY459670
<b>Local authority</b>	Salford
<b>Inspection number</b>	937275
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	107
<b>Name of provider</b>	Nutkins Nursery Ltd
<b>Date of previous inspection</b>	08/05/2013
<b>Telephone number</b>	0161 7891159

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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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