

# Seeros Daycare Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY413619
<b>Inspection date</b>	26/10/2010
<b>Inspector</b>	Cathleen Howarth

<b>Setting address</b>	Seeros Daycare Nursery, Trafalgar Centre, Belfield Road, ROCHDALE, Lancashire, OL16 2UX
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Seeros Daycare Nursery re-registered in 2010 as a limited company. It operates from a detached building on an industrial estate in Belfield, Rochdale. The nursery is open throughout the year on weekdays from 7.30am to 6pm. The holiday club is open during the school holidays on weekdays from 7.30am to 6pm. The holiday club and nursery are closed over the Christmas period. All children share an enclosed outdoor play area.

Most of the children attend from the local community. There is provision for children with special educational needs and/or disabilities and for children who speak English as an additional language, of which there is a high percentage of on roll. The nursery is registered to provide care for 50 children. Currently there are 51 children on the early years register, of which 11 receive education funding. The nursery is also registered on the compulsory and voluntary part of the Childcare Register, of which there are eight children on roll.

There are 10 permanent members of staff, of which, nine hold relevant childcare qualifications. One member of staff is working towards a relevant childcare qualification. The manager has recently attained a BA Honours in Early Years and is currently working towards Early Years Professional Status. There are two members of staff who are enrolled on the Foundation Degree. Student placements and apprenticeships are considered.

The nursery is a member of the Rochdale Day Nursery Association and receives support from Rochdale Early Years Services. They have attained a Golden Grin award from Rochdale Oral Health Promotion Team. The nursery is linked to Belfield and Meadowfield Sure Start Children's Centres and links have been made with other Early Years Foundation Stage providers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An impressive feature of the nursery is inclusive practice, which is firmly embedded in all aspects of the provision. The manager sets high standards and the cohesive staff team meet the needs of children well in a calm, friendly and relaxed atmosphere. Self-evaluation is an integral part of the provision and staff effectively demonstrated they have good capacity to make independent and continuous improvements.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review nappy changing routines to ensure, whenever possible, babies are

changed by their key person to further promote children's continuing care and development.

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

There are robust selection, recruitment and vetting procedures in place and effective systems for staff induction and appraisal. The manager is the safeguarding coordinator and she has devised and implemented exemplary systems to safeguard children, such as the nursery's recording systems. She is highly skilled at identifying indicators of disguised compliance and she knows what action to take when concerns arise. The cohesive staff team excel in addressing issues that have a negative impact on the lives of children.

Staff increase their knowledge and skills through collaborative team work, problem solving, work-shadowing, coaching and mentoring. They are supported by the committed nursery manager and owner who inspire staff to positively use and develop their gifts and talents. This includes the cook, who recently produced the nursery's World Cup Cook Book that promotes tasty and nutritious recipes from around the world. The children sampled these dishes at the nursery during the 2010 South Africa World Cup.

Space, time and resources are organised and used well to meet the needs of children. Before each session begins resources are checked in relation to health and safety. They are thoughtfully arranged to encourage children to use them. Resources are attractively labelled in English and the children's home language. They are also labelled in pictures so that children can easily self-select them. Toys, books, materials and equipment are regularly rotated to provide variety for children.

The owner and manager are exemplary role models. Their 'can do' approach successfully removes perceived barriers to children's participation and achievement. There is a powerful inclusive ethos at the nursery and staff, children and parents demonstrate a strong sense of belonging. Staff have exceptional knowledge of each child's background and needs, which are established through the key person system so that each child's individual and family identities are nurtured, respected and celebrated. Discrimination is never accepted and as a result children respect people's differences. Staff develop specialist knowledge and skills that enable them to meet the needs of children who have additional needs exceptionally well, such as children who sign and use Makaton. They are trained to manage children's behaviour that is sometimes difficult to manage, and they have had training to provide for children with health difficulties, for example, eczema and asthma.

There are effective systems for self-evaluation, which highlight areas of the provision to be developed, such as the ball pool for the holiday club. Outside play is also under review and arrangements have been made to obtain waterproofs for children before they go to Belfield Forest to explore the woodlands, wetland habitats and the wildflower meadow. Home visits are also being considered. The

owner, who is actively involved in the running of the nursery, is developing this aspect of the service with the nursery manager, in order to further promote children's continuing care and development.

There are meaningful levels of engagement at the setting. Relationships and working in partnership with parents is effective. Staff build meaningful relationships with parents, fostering trust, openness and respect, whilst keeping the focus on the children's learning, development and welfare. Parents commend staff for the way in which they deliver a consistently good service. They are routinely involved in decision making on key matters affecting their children through well-established systems and procedures. For example, through the 'green book' that is used to communicate with parents and other Early Years Foundation Stage providers, such as school.

Staff are highly committed and experienced in interagency working. They take a lead role in establishing and maintaining highly effective links with other professionals. Relevant examples include working with staff from the hearing impairment team, such as the speech and language therapist in addition to many other professionals involved in safeguarding. There are impressive levels of engagement with external agencies, which successfully promotes children's welfare, learning and development. The Advisory Teacher from the local Sure Start Children's Centre works collaboratively with staff to develop recording systems that show parents how their children are progressing in all areas.

## **The quality and standards of the early years provision and outcomes for children**

Staff have secure knowledge and understanding of the Early Years Foundation Stage. Overall, they promote children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities. Staff record observations of children at play to find out about their natural interests, capabilities and preferred learning styles. They track children's progress and link pictorial examples of what children have achieved in well-maintained learning journals for parents to view. They evaluate stimulating and challenging activities with the children, taking into account their age and stage of development. The information obtained in the children's learning journals is effectively used to plan a broad range of interesting activities, which support children to take the next step towards the early learning goals in the six areas of learning. Teaching methods are effective and, when it is appropriate, staff are able to maintain children's attention for long periods. For example, through the use of persona dolls. All children are encouraged to have a go and they are confident learners who have developed a positive attitude towards learning.

All children show a strong sense of security and feel safe within the setting. After a settling in period babies become more adventurous and they explore the room, which is a safe environment. They show through their body language that they appear happy, safe and secure. For example, after a feed, when they are sleeping and when they are being hugged and cuddled. Usually, good childcare practices

like these help children thrive in a safe, familiar, stable and predictable environment. Occasionally, however, the role of key person is hindered when babies' nappies are not changed by their key person, who usually attends to their personal care routines.

Healthy lifestyles are positively promoted when children engage in a wide range of physical activities, both indoors and outdoors. Children who use the holiday club enjoy walking to town to visit the museum and art gallery. All children are provided with regular drinks and food in sufficient quantities for their needs. Meals are carefully prepared by the cook who ensures the menus are varied, nutritious and comply with children's dietary and religious requirements, such as Halal, which is meat prepared as prescribed by Muslim law. Food is served in an appetizing way to encourage children to eat five portions a day of fruit and vegetables.

Staff respect and value the uniqueness of each child and all children are treated with equal concern. Overall, children's behaviour is exemplary. Staff use props in highly imaginative ways, like persona dolls, to address negative stereotypes. As a result most children demonstrate an excellent awareness of responsibility within the setting. The concept of sustainability and looking after the environment is promoted exceptionally well. Planting kits have been purchased ahead of the next planting season and children take pride in watching their cress seeds grow. Children are keen to recycle materials from home, such as empty cereal packets and yoghurt pots, which they use at the nursery for model making. There are many other highly effective steps taken to encourage children to care for the environment in a responsible way.

Children's development in communication, numeracy and literacy and the use of information and communication technology are good. Children are engrossed in their play. For example, hand painting and making bat masks for Halloween. Children attending the holiday club confirmed they routinely plan interesting activities with the staff. They enjoy making friendship bracelets and they have taken part in fabric painting and designed Seeros Holiday Club t-shirts. They have used glass felt tip pens to design their own coffee mugs. A distinct feature at the nursery is Meetoo, a live parrot who squawks out loud when the doorbell rings. He provides endless hours of fun and enjoyment for the children who help to care for him. Meetoo's antics captivate children's attention and he mimics human speech and says hello. He gives help and encouragement particularly to those with hearing loss and speech and language delay. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met