

Seeros Daycare Nursery

Seeros Daycare Nursery, Trafalgar Centre, Belfield Road, ROCHDALE, Lancashire, OL16 2UX

Inspection date	01/07/2014
Previous inspection date	26/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 settled, happy and relaxed in the welcoming and stimulating environment. They show good levels of curiosity and imagination and are eager to learn.
- The staff know the children very well. They have a good understanding of children's achievements and use next steps to effectively support their learning. This, combined with good teaching and a wide range of enjoyable activities, supports children to make good progress.
- Children's welfare and well-being are promoted well in the nursery. There is a comprehensive awareness of safeguarding issues among the staff, who have had appropriate checks to ensure their suitability for their role.
- Partnerships with parents and other professionals are very effective in providing for children's needs. Transitions to and from the setting are supported well to promote continuity of care.

It is not yet outstanding because

- There is room to embed peer observations in order to further promote and extend the already good reflective practice in the setting.
- Staff miss opportunities at lunchtime for children to fully use their independence and social skills, in order to extend their already good vocabulary and social interactions.

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 had a tour of the setting.
- The inspector observed activities in the playrooms and the outdoor learning environment.
- The inspector conducted a joint observation with the manager of the setting.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Donna Birch

Full report

Information about the setting

Seeros Daycare Nursery was registered in 2008 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Bellfield area of Rochdale. The nursery serves the local area and is accessible to all children. It operates from two floors and there are two enclosed areas available for outdoor play. The nursery employs 16 members of childcare staff. Of these, the manager holds Early Years Professional status, the deputy-manager and a senior practitioner hold an appropriate early years qualification at level 5, 12 hold level 3 and one member of staff holds a level 2 and is working towards a level 3 qualification. 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 80 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

What the setting needs to do to improve further

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

- embed peer observations to further enhance the already good programme of professional development, in order to promote even higher levels of teaching and learning
- utilise every opportunity during lunch time routines to further enhance children's independence and social skills, for example, by encouraging them to serve themselves food and engaging in conversation with staff.

Inspection judgements

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

The management team and staff demonstrate a secure understanding of the Early Years Foundation Stage. They provide children with a wide range of stimulating activities, closely linked to their interests, and as a result, children remain engaged in meaningful play throughout their time at the setting. Staff work very closely with parents from the start, obtaining through discussion and the use of an 'I am special' form, a range of information about children's individual likes, routines and learning. This information is used alongside staff's initial observations, to assess children's starting points in learning. Each child has an individual learning journal, which includes examples of their work, monthly observations of their learning and incidental observations of children's activities and interests. Staff clearly know the children well; they talk confidently about their interests and achievements and plan a good range of challenging and enjoyable experiences for children. As a result,

children show good levels of curiosity and confidence in the setting. This supports them to make good progress in their learning in relation to their starting points and to demonstrate the key skills they need, in preparation for the next stage in their learning. Staff use effective teaching, to encourage children to talk about their ideas when involved in activities. For instance, when painting, they discuss mixing colours and movements, such as 'round and round'. Consequently, children learn new vocabulary and understand that the marks they make have meaning. Mathematical concepts, such as size and shape, are also incorporated into the activity, increasing children's knowledge and confidence with these concepts.

The friendly and experienced staff team know their key children well. This is combined with good teaching. Staff warmly welcome children as they enthusiastically enter the nursery. Children explore the environment confidently and quickly engage in the wide range of activities on offer, indoors and outdoors. Staff work extremely well with parents and other professionals to support children's individual needs. For example, professionals from the local authority visit the setting to implement targeted play sessions and offer staff advice and guidance, to further support children with special educational needs and/or disabilities and children who speak English as an additional language. These sessions promote children's holistic development and in particular their communication and language.

Staff give high priority to encouraging parents to contribute and play an active part in their children's learning. For example, the setting's parent coordinator works with parents, to ensure they feel involved in the setting and provides a range of activities to meet their own and their children's needs. Communication with parents is strong and the setting provides parents with a wealth of information about their child's progress and how they can support their learning at home.

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

Children are valued and made to feel welcome. Consequently, this is reflected in their high levels of confidence and self-esteem. Key-person relationships are very positive and involve seeking parents' views about their children's development and care needs. Settling-in sessions ensure that there is a smooth move from home to nursery and promote children's personal, social and emotional skills. Children are happy and openly chat in their play. For example, outdoors they use cardboard boxes to make rockets and fly to the moon. This allows them to effectively use their imagination, as well as their developing communication and language skills.

Children enjoy a wide range of fruits and vegetables, with milk and water being readily available. Additionally, through discussion, their understanding of healthy eating is promoted. Menus are closely monitored by the nursery cook, who ensures all dietary requirements are met in line with parents' wishes. The nursery operates a system of open snack and self-service at lunchtime, which promotes children's choice and independence. However, children serve themselves with support from a serving station and then walk to the table. This takes time and some children become bored. Practitioners are busy with practical tasks and, therefore, there are missed opportunities for children to learn vital

social skills at the table, such as sharing and taking turns.

Staff understand the need to promote fresh air and exercise. There is daily access to a well-resourced outdoor area, which includes lots of open-ended resources, to stimulate children's imagination and critical thinking skills. Staff utilise the outdoor environment well, encouraging children to become involved in tasks, such as den making and planting. Staff are also vigilant in making sure children are kept safe. They sing the 'tidy-up song' to encourage children to tidy away some toys on the ground, in order to keep the environment hazard free.

Hygiene is good throughout the setting because children understand why they are washing their hands before meals and after using the toilet. Children use the toilets independently and they wash and dry their hands, demonstrating their understanding of daily routines, and some children can explain why hygiene is important. Nappy change routines are good and well documented. Staff follow each child's care routine and have regard for their individual sleep and nappy change preferences, as discussed with parents. This ensures all children's needs are fully met. Infection control is good, with staff wearing gloves and aprons. There is also a disinfectant spray readily available and used effectively by staff, who disinfect the change mat in between children; this limits cross-infection and protects the health of all the children. Behaviour management is good. Calm and consistent messages are relayed by the staff, such as 'nice playing' and reminders to share and take turns. These are always followed by praise and encouragement. As a result, children display high levels of involvement and are responsive to staff's expectations of them. The setting is supporting parents and children to access local health services, in particular dentists, and they are passionate about promoting children's oral health. They have recently won an award from the local authority for their efforts.

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

All staff and the management team have a clear understanding of their responsibility to meet the requirements of the Early Years Foundation Stage. Safeguarding practices are extremely good and understanding throughout the setting is strong. For example, staff are confident as to how to fulfil their roles and responsibilities. They know the procedure to follow if they have any concerns about children, the conduct of colleagues or the management team. The management team have a clear understanding of their duties and responsibilities and demonstrate a strong commitment to the safeguarding of children. For instance, all required checks to ensure the suitability of adults working with children are completed and updated accordingly to keep children protected.

The staff ensure all visitors sign the visitors' register and receive a pass. They are also vigilant in ensuring they are never left unsupervised at any time. Comprehensive risk assessments are in place to cover areas such as outdoors, furniture and equipment. This ensures the safety of children, staff and visitors at all times. Staff also complete daily room checks prior to the children having access to them. Thorough risk assessments for all trips and outings are also carried out. Accident and medication records are completed, signed by staff and parents and stored securely.

The management team are passionate about staff professional development. There is an effective appraisal system in place that focuses on targets for the future. Good quality supervision is carried out. However, this is not consistently completed in a timely or individualised way. This results in occasional missed opportunities to effectively refine staff's already good practices in relation to teaching and learning. For example, there is scope to use peer observation to further strengthen staff's already good knowledge and interactions with children. The manager works closely with the team, and as a result, the setting benefits from highly enthusiastic, dedicated and well-qualified, long-serving members of staff. Training needs are identified and addressed on an ongoing basis. Staff are encouraged to further develop their skills through education and training. For example, senior staff are qualified to degree level or are in the process of achieving this. This commitment demonstrates the management team's vision for a high quality workforce, leading to better outcomes for children who attend the setting.

Partnerships with parents are extremely good; parents state they are very happy with the settling-in arrangements and feel they and their children are exceptionally well supported by the staff, who they clearly state are 'marvellous'. This demonstrates that partnerships are strong and very positive. Communication between home and the setting is very good. Arrangements are in place for parents to be involved through daily exchanges with their child's key person, and parents' views are sought and acted upon. For example, regular questionnaires are sent home and parents are invited into the setting to attend many different themed parent sessions, in order to help further support their children. Partnerships with other agencies are well established and are having a positive impact on improving outcomes for the children. The setting has good links with the community, local schools and children's centres. It also works in partnership with local authority advisers. This ensures positive outcomes for all children who attend.

The management team clearly identify and are aware of the strengths and areas to develop within the setting. They are passionate about the continued success of the setting and have already achieved a local quality assurance award. They are currently working on improvement plans that will ensure the future success of this already good and well-established early years setting.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY413619
Local authority	Rochdale
Inspection number	980022
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	80
Name of provider	Seeros Daycare Nursery Ltd
Date of previous inspection	26/10/2010
Telephone number	01706 344201

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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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