



# *The Early Years Consultancy Ltd*

***Building Trust & Delivering Service***

## **MOCK INSPECTION REPORT**

**Care Chiefs Children's Nursery**

**124 Old Lane , Little Hulton, Salford M38 9SB**

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**Mock Inspection Undertaken By Terry Gould on 18 March 2016**

**Previous Ofsted Date- Newly Registered June 2015**

**Nursery Manager Jade Kent**

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### **Summary of key findings for parents**

#### **This provision is GOOD**

- Leaders and managers have been proactive in driving improvements since the nursery opened in June 2015. This dynamic approach, along with very good partnership working with the local authority, staff and parents, has helped to continue raise the overall quality of the nursery provision.
- Children thrive in a welcoming and child-friendly environment where their holistic needs are very well met. Staff motivate children very well because they provide interesting activities in a stimulating environment. This enables children to learn through active learning which makes use of their own ideas.

- Management & staff consistently review children's learning and development. The effective tracking and monitoring of children's progress shows that all children are achieving the necessary skills for the next stages in their learning and moving onto school
- Partnership with parents is extremely well developed and effective. This helps the nursery to support continuity in children's care and learning.
- Children's behaviour is consistently, extremely good in all rooms. There is a consistent approach to managing behaviour across the nursery. Children play co-operatively together. Staff are positive role models because they work very well as a team
- Transition systems are highly effective and as a result children settle quickly and display high levels of self-assurance, independence and confidence.

**It is not yet outstanding because:**

- There is a more limited range of opportunities for children to learn outdoors compared to indoors. However the nursery has an action plan to further develop the outdoor spaces.
- Occasionally group activities in the toddler rooms, do not fully hold all children's interest.
- There is scope to even further support early reading and writing opportunities both indoors and outdoors.
- Self-evaluation has been undertaken but this is not yet fully written up

**The nursery has the following outstanding features**

- ✓ Effective transition is a strong feature of everyday practice in the nursery. As a result babies and older children are extremely well supported to form strong bonds and emotional attachments with staff.
- ✓ Key persons and other staff bond well with children and ensure their interests and needs are very well met. This greatly helps children gain a positive sense of security and enables them to take advantage of the learning offered.
- ✓ All staff have a strong and in-depth knowledge of the safeguarding procedures in place, and understand their roles and responsibilities for child protection. This has the impact that children's safety and welfare is assured at all times.
- ✓ Consistent behaviour management systems and practice ensure children's behaviour is of a very high standard; helping them to be emotionally secure and ready to learn.
- ✓ Parents benefit from a very strong partnership with nursery staff and have regular ongoing communication about their children's care and learning. This supports their consistent care and education and enables them to participate well in the nursery's self-evaluation process.
- ✓ Planning systems are consistently secure, clear, and effective in leading to all children making good or better progress based on their needs and starting points

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

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

- provide an even wider range of opportunities to learn outdoors across all seven areas of learning and development
  - review the organisation and planning of some group activities in the toddler rooms in order to capture all children's imagination and engagement.
  - plan to further provide a wider range and variety of activities which will support early reading and writing opportunities both indoors and outdoors.
  - complete the writing up of the self-evaluation undertaken and send this through to Ofsted on line once completed
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## **Mock Inspection Activities**

- The inspector engaged in an initial tour of the premises with the manger
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the managers, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. He looked at policies and procedures, discussed self-evaluation and checked evidence of staff qualifications and suitability.
- The inspector took account of documentation which reflected the views of parents.
- The inspector held a meeting with the manager

## **The Inspector gathered evidence through:**

- Discussion with the manager and staff in the setting;
- Observations in the nursery;
- Examination of documents and records;
- Discussions with children
- Joint observation of practice with the nursery manager
- Written feedback from parents/carers

## **Inspection findings:**

## **Effectiveness of the leadership and management is GOOD**

Leaders and managers have a thorough understanding of their roles in meeting the statutory and other government requirements. All staff have a secure understanding of the policies and procedures and use them well. Safeguarding is very robust and highly effective. The nursery has a high level of security. All visitors are escorted into the premises and identification is verified on arrival. All rooms have coded door locks. This contributes well to children's safety and welfare.

The nursery has a high level of qualified staff who are well trained and receive good support from the manager and owner through good quality supervision. The manager and deputy manager spend time each day in the rooms observing and monitoring provision and practice. This helps them to support staff to ensure that all children's needs and interests are well met and the high quality of teaching and care is maintained and further improved. Partnerships with local schools are highly effective and very supportive of children's eventual move to school. The nursery works closely with the local authority who have continued to provide excellent support since the nursery opened in 2015. This has been influential on the current high standard of provision. Self-evaluation has been completed but the writing up of this needs to be fully completed.

## **The quality of teaching, learning and assessment is GOOD**

The quality of teaching is generally consistently good across the nursery. Children learn through play and the characteristics of effective learning are fully understood by all staff and suitably supported. Staff use the existing good systems of observation and assessment very well so as to provide children with a range of stimulating and challenging experiences. Activities are carefully tailored to support children's individual interests and learning needs and are suitably monitored by the manager. Interactions by staff with children are of a very high quality across all rooms. This contributes to children being very motivated and eager to participate. However, occasionally during large group activities in the toddler rooms some children are not fully engaged. Children's communication and language skills are given high priority. Staff use a range of effective strategies, including repetition and purposeful questioning to promote children's speaking skills. Staff encourage children of all ages to listen to stories and to sing songs and rhymes; sometimes in different languages. The sensory experiences provided are rich and plentiful. For example, babies excitedly explore in paints using their whole hands and toddlers enjoy play with dough they have helped to make and older children explore the dinosaurs outdoors.

## **Personal development, behaviour and welfare are GOOD.**

The highly effective key-person system supports children's emotional security and well-being. Children and staff are very happy to be at the nursery and genuinely enjoy their time together. Children display a strong sense of belonging for example in the baby room they snuggle into the arms of their key person. Staff consistently place a strong emphasis on supporting children to develop their independence in all rooms. Children are actively encouraged to wash their own hands, put their coats

on, feed themselves and select their own resources. A good range of toys and equipment are freely accessible to allow children to make independent choices. Staff provide good opportunities for children to develop their physical skills indoors and outdoors.

Staff talk to children about the benefits of eating healthy foods. They advise parents of suitable snack options and encourage children to brush their teeth and engage in regular exercise. This supports children's good health.

### **Outcomes for children are GOOD**

Children are extremely content in the nursery. They all make good or better progress in their learning and development in relation to their starting points and identified needs; including children identified with SEND. Staff effectively support all children to develop their abilities. This helps to prepare them for the next stages in their learning and development. There are many opportunities for children to mark make and engage in early writing and to learn about numbers and shapes However there is further scope for even more opportunities to be made available in literacy and mathematics.

### **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

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## **What Inspection Judgements Mean Registered Early Years Provision**

### **Grade 1 Outstanding**

The evidence seen on the day suggests that the setting is highly effective in meeting the needs of all children exceptionally well. The setting ensures that children are very well prepared for the next stage in their learning.

### **Grade 2 Good**

The evidence seen on the day suggests that the setting meets the needs of children very well. This ensures that they are ready for the next stages in their learning.

### **Grade 3 Requires Improvement**

The evidence seen on the day suggests that children are not given a good enough standard of early education and/or there are main breaches of Safeguarding and Welfare requirements of the Early Years Foundation Stage.

### **Grade 4 Inadequate**

The evidence seen suggests that the provision requires significant improvement and would likely receive enforcement actions if an Ofsted inspection took place. It is suggested that close monitoring and regular support is necessary to make essential improvements.

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### **Mock inspection information**

This mock inspection was carried out by Terry Gould an Early Years Consultant on behalf of The Early Years Consultancy Ltd . He is a qualified early years expert with many years of experience who has received Ofsted inspection training from Prospects, on behalf of Ofsted.

Mock Inspection Judgements are informed by the Ofsted Evaluation Schedule for Inspections of Early Years Provision (Ofsted 2015) and The Early Years Foundation Stage Statutory Framework (DfE 2015). Terry has followed procedures set out by EYC Ltd in respect of the mock inspection process, which are cognisant with Ofsted guidance Conducting Early Years Inspections (Ofsted 2015). Whilst every effort is made to replicate Ofsted inspections on the day of the mock inspection visit, we are unable to guarantee that an Ofsted inspection would generate exactly the same outcome judgement. This report, therefore, should be used for guidance purposes only.

EYC Ltd accepts no responsibility for any broader management decisions made which are based on the mock inspection or this report.