

# Collyhurst Nursery School and Children's Centre

Teignmouth Avenue, Collyhurst, Manchester, Lancashire, M40 7QD



<b>Inspection date</b>	23 July 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Leadership and management are visionary and inspirational. Qualified staff share their outstanding teaching practice across the setting.
- All staff have very high expectations of children's achievements. All children, including those with special educational needs and/or disabilities and those who speak English as an additional language, make rapid progress from their starting points.
- Excellent high-quality resources and the vibrant, exciting indoor and outdoor environment excite and enthuse children to explore and fully engage in their play and learning.
- Excellent partnerships between parents and staff ensure parents are kept well informed about their child's developmental progress.
- Children quickly develop strong emotional attachments with their key person due to the highly-effective settling-in procedures and information sharing with parents.
- Qualified and experienced staff act as mentors to newly recruited staff. The excellent, purposeful induction procedure and regular staff supervision ensures high-quality teaching remains consistent to support children's learning throughout the nursery.
- Highly effective partnerships with the children's centre, schools and specialist services ensure the individual needs of all children are exceptionally well met.
- A wide range of robust policies and procedures are in place. All staff have completed relevant safeguarding training and effectively translate their knowledge into practice. This ensures that children's welfare is given a high priority.
- Robust progress checks for two-year-old children enable any individual needs to be identified and met quickly.

## What the setting needs to do to improve further

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

- consider further enhancing very young children's already excellent self-care skills.

### Inspection activities

- The inspector observed activities in the indoor and outside learning environments and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, including a safeguarding policy, and looked at children's assessment records and planning documentation.
- The inspector looked at various documents, checked evidence of staff suitability, the qualifications of staff working with children and the provider's evidence of self-evaluation.
- The inspector took account of views of parents and carers spoken to on the day.

### Inspector

Kim Boughey

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Highly skilled staff have an excellent understanding of the requirements of the Early Years Foundation Stage and how children learn. They plan and provide a rich variety of highly stimulating, challenging learning opportunities. Children are highly motivated and very confident as they engage enthusiastically in learning. Children initiate many activities themselves and staff skilfully follow their interests. Staff empower older children to confidently lead games. Children role model how to take turns, follow instructions and problem solve. Children are articulate as they explain the purpose of the activity to younger children who are new to the setting. Children are quickly developing essential skills for future learning and they are extremely well prepared for starting school. Staff make regular, detailed observations and assess children's progress exceedingly well. This information is used effectively to identify the next steps in children's learning. Parents are fully involved in purposeful planning, which supports children's learning at home.

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

Children are supported extremely well to develop their independence and self-care skills. Staff know the children exceedingly well and recognise when they are ready to take responsibility for managing their own needs. Children have access to an outstanding outdoor area where they are extremely confident and self-assured as they explore the highly stimulating, challenging equipment which further promotes their physical skills. Very young children confidently make choices but they are not always encouraged to be independent at every available opportunity. Children's behaviour is exemplary due to the excellent staff role modelling and highly effective routines and boundaries in place. Children are learning about healthy lifestyles and their health and well-being is exceptionally well-promoted.

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

Managers effectively monitor the quality of teaching through regular observations of staff practice. Regular opportunities are provided for staff to reflect on practice and identify their training needs. Managers ensure any training accessed is quickly embedded in practice. For example, following recent training to support children's communication and language development, the setting now provide an excellent communication-friendly environment. This has had a positive impact on supporting all children in rapidly developing their language and literacy skills. There is an ethos of continuous improvement embedded across the setting, involving governors, staff, children and parents. Meticulous analysis of information relating to the monitoring and tracking of children's progress enables leaders and managers to focus on any gaps in areas of learning and put robust action plans in place. Highly effective strategies to engage all parents in their children's learning provide further purposeful learning opportunities at home for children.

## Setting details

<b>Unique reference number</b>	EY309882
<b>Local authority</b>	Manchester
<b>Inspection number</b>	856660
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	110
<b>Name of provider</b>	The Governors of Collyhurst Nursery School
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 2051744

Collyhurst Nursery School was registered in 2005. The nursery employs 19 members of childcare staff. All staff hold appropriate early years qualifications from level 3 to level 6. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is linked to a Sure Start children's centre and nursery school.

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