

Wendy's Private Nursery & Pre-School Group

Premier House, Longford Street, Heywood, Lancashire, OL10 4NH

Inspection date	10/10/2012
Previous inspection date	22/09/2008

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 experience a variety of learning experiences to match their interests and different learning styles. Children are involved in the planning for their learning and help to evaluate their activities.
- Staff know how to support children's next steps and identify, track and evaluate children's progress towards the early learning goals. As a result, children make sustained progress over time, building on what they already know.
- Staff plan a broad range of imaginative activities. These are well-organised and the use of good quality resources and props support children's learning.
- Staff are deployed effectively and make good use of support from other adults, including children's parents and grandparents.

It is not yet outstanding because

- New initiatives have been introduced in relation to enhancing the provision for outside play and peer observations, however, these have not yet been monitored to measure their success and impact.
- An aspect of the provision for after school care is not fully developed, in relation to working in partnership with others.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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

- Throughout the inspection the inspector observed various indoor and outdoor activities for children attending the nursery.
- The inspector observed provision for children in the after school club and talked to relevant members of staff.
- A joint observation was conducted with the manager and deputy during an adult-led outdoor activity.
- The inspector spoke with members of nursery staff during the inspection.
- The inspector looked at children's records of achievements including some assessment documents, policies and procedures and other relevant documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Cathleen Howarth

Full Report

Information about the setting

Wendy's Private Nursery and Pre-School Group registered in 2000. It operates from a three-storey detached property in Heywood, close to the town centre. The nursery is privately owned and the proprietor's employ a manager to oversee the day to day running of the nursery, which mainly serves the local community. The nursery is accessible to all children and there are enclosed areas available for outdoor play.

The nursery is open Monday to Friday throughout the year from 7am to 6.30pm, this includes provision for children who attend the out of school club. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Currently there are 64 children attending who are within the early years age range. The nursery provides funded early education for two, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The proprietors employ 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2, level 3 and level 5. The manager has a level 4 management qualification. The deputy and another member of staff are working towards a level 6 qualification.

Staff work closely with officers from the local authority. They have attained High 5 Forward to Quality (Stage 5), the highest level in Rochdale's Early Years Quality Assurance award.

What the setting needs to do to improve further

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

- develop further strategies to engage with and foster constructive relationships with workers from other agencies, including schools, to further promote children's continuing care and development
- enhance the self-evaluation processes in place to include the monitoring of new initiatives, in order to measure their success and impact for children.

Inspection judgements

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

Staff have high expectations of what children can achieve and this is reflected in their high aspirations for children. As a result, children are clearly acquiring the skills, attributes and dispositions required for school and later life. For example, in age-appropriate ways children are encouraged to express themselves confidently, fluently, clearly and appropriately in a range of everyday situations, such as outside play, meal time or on trips and outings. They are consistently encouraged to listen, question and respond to others with care and sensitivity, respecting the views and ideas of others. For example, at circle time, which is a whole group activity, children talk about their home life and things that interest them, including the birth of a new sibling, holidays, care of pets and arrangements to celebrate their birthday.

Staff are genuinely interested in what children say and do and children choose to take part in fun learning activities that help to develop their sense of achievement. They are fully included and involved in activities that enable them to consolidate and build upon prior learning. For example, during outside painting sessions children make marks with wellington boots. This and other activities clearly demonstrate the educational programmes depth and breadth across the seven areas of learning.

All children are working comfortably within the typical range of development expected for their age, taking into account their starting points and any special educational needs and/or disabilities or other considerations, like English as an additional language. Well targeted strategies and interventions ensure the child's key person and parents work together effectively to enable children to continue to progress towards the early learning goals. Staff seek and obtain support from the local authority to help them deliver the educational programmes, for example, using 'Every Child A Talker', which is a national project to develop language and communication skills of children in their earliest years. Relevant examples include singing songs to actions, interactive games sessions using programmable resources and storytelling.

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

Children have developed secure attachments with their key person and as a result they are happy and settled in a stable and caring environment. Care practices are effective. For example, in the baby room every effort is made to ensure the same member of staff feeds, changes and plays with the child throughout most of the day. A familiar named link person covers in their absence to encourage bonding and to promote children's continuing care and development.

There are well-organised transition arrangements in place. Parents are given as much time as they need to introduce and settle new starters. Children's starting points are identified by parents when they register their child at the nursery. They are consolidated by the child's key person after a settling in period and the children's next steps are agreed with parents. Children's detailed records of achievement follow them through nursery. Overtime children meet and play with all children who attend the nursery and this helps them to

familiarise themselves with others before they move into different rooms. Relevant information is shared with new class teachers before children start school. However, despite repeated efforts, staff do not always receive the information required from feeder schools to fully support children's continuing care and development. For example, personal care arrangements for children who attend the after school club.

Children routinely practise the emergency evacuation plan, to help them react appropriately should the need arise. Healthy lifestyles are positively promoted when children engage in a wide range of physical activities, such as ball games and when they use ride-on equipment. Staff make sure food and drink is varied, nutritious and complies with children's dietary requirements. Activities at the nursery are stimulating and challenging and there is also good provision for children who wish to relax, sleep or play quietly. Children play well together and people's differences are valued and respected. Parents are invited to the nursery to read stories in their home language and they bring food to share, such as Portuguese dishes.

The concept of sustainability and looking after the environment is promoted effectively when children plant seeds and they take pride in watching them grow. They purposefully recycle materials from home, such as empty cereal packets and yoghurt pots, which they bring to the nursery and use for model making.

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

Staff have a secure knowledge and understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and as a result the learning and development needs of children are met. The delivery of the children's educational programmes is monitored effectively to ensure that they have depth and breadth across the seven areas of learning. This is done via staff meetings and an emerging system for peer observations, linked to staff appraisals and training events that follow as a result of these measures.

The nursery has considerable capacity to sustain continuous improvement because self-evaluation is an integral part of the provision. The nursery's action plan prioritises and clearly targets aspects of the provision to be developed including arrangements to enhance provision for outside play. The three recommendations raised at the last inspection have been fully implemented to improve outcomes for children. For example, mathematical concepts and language is now part of the continuous provision and reinforced within all areas of learning. Staff now deploy themselves effectively to promote children's self-help skills and independence at meal times. Older children help to set and tidy the tables, pour their own drinks and self-select the food they eat. Outdoor play is well supervised to promote children's health and safety at the setting and on trips and outings. However, current self-evaluation systems have not yet measured the success of new initiatives, including the enhanced provision of outdoor play and peer observations, to measure their impact and identify any areas for further improvement.

Children's records of achievement are well-maintained and include pictorial examples of

what children have achieved. Observations and assessments are regularly recorded to inform children's activity plans and to help narrow any achievement gaps. In relation to formative assessments and the progress check for children aged between 24 and 36 months, there is an emerging system that reflects children's progress in the prime areas. Arrangements are in place to complete these assessments with parents and the children's health visitor and any other agencies involved. Children's ongoing assessments clearly show parents the consistently good progress children make towards the early learning goals.

Provision for children with special educational needs and/or disabilities and support for children who speak English as an additional language is effective. The nursery's special educational needs coordinator knows individual children well and works hard to foster effective working relationships with outside agencies and schools. However, strategies to overcome barriers that they may face have not been fully explored to ensure that information is always communicated by all parties.

There is a strong emphasis on working with parents as partners. The established key person system and trusting relationships that are developed with parents are instrumental in ensuring new starters settle quickly. Children's learning and care is tailored to meet their individual needs. The children's key person supports parents in guiding their child's development at home. For example, children borrow books from the nursery and parents are encouraged to read to their children at home. Parents learn the words of nursery rhymes in order to reinforce children's learning at the setting. Parents are invited to the nursery to share their expertise, such as sharing home cooked food and recipes from around the world.

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
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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. 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

Unique reference number	316470
Local authority	Rochdale
Inspection number	886318
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	89
Number of children on roll	80
Name of provider	Philip Bowdler
Date of previous inspection	22/09/2008
Telephone number	01706 622 207

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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 that are usually their 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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