

Wendy's Private Nursery & Pre-School Group

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

Inspection date	09/01/2014
Previous inspection date	10/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Staff demonstrate a suitable understanding of child protection. As a result, children are suitably safeguarded.
- The special educational needs coordinator has established effective relationships with parents and other professionals. Therefore, children have their needs fully met.
- Children are generally well behaved. This is due to consistent strategies and reward systems.
- An effective key person system is in place. Therefore, children are confident and settle into nursery well.

It is not yet good because

- Some policies and procedures are not routinely shared with parents or consistently implemented by staff. Therefore, they are not fully understood by visitors and some accident reports are inaccurately recorded.
- The quality of teaching is variable between staff. This means that some of the staff's interactions with the children are not consistently of a good quality.
- There is scope to improve existing monitoring procedures in order to include the manager and improve the performance of staff.

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 premises and held a meeting with the manager.
- The inspector observed the staff as they interacted with the children, and completed a joint observation with the deputy manager.
- The inspector looked at some paperwork, including documentation to evidence safe recruitment procedures.

Inspector

Karen McWilliam

Full report

Information about the setting

Wendy's Private Nursery and Pre-School Group was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Heywood area of Rochdale, and is managed by a private provider. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at levels 2 and 3, and two members of staff hold level 6. The nursery opens Monday to Friday all year round from 7am to 6.30pm. Children attend for a variety of sessions. There are currently 92 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 who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have a sufficient knowledge and understanding of the characteristics of effective teaching and learning, so that children receive a consistently good quality learning experience while in the nursery's care
- ensure all staff have a thorough understanding of the nursery's policies and procedures and that they are routinely shared with parents. This is with regard to the procedures for recording accidents and the mobile phone and camera policy.

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

- ensure all staff have a thorough understanding of the nursery's policies and procedures and that they are routinely shared with parents. This is with regard to the procedures for recording accidents and the mobile phone and camera policy.

Inspection judgements

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

Overall, staff demonstrate that they have a satisfactory understanding of how to support children's learning and development. Adequate levels of support are provided for children to ensure they make progress towards the early learning goals and the educational

programmes suitably cover the seven areas of learning. There is a key person system in place to support parents' engagement with the nursery and to tailor the planning to meet individual children's needs. However, although most of the staff hold suitable childcare qualifications, the quality of teaching is varied, which results in children making satisfactory progress rather than good. For example, while children play in the sand, the staff do not ask children questions or suitably interact to support their play. Children enjoy creating pictures with staff, which helps the children to develop their creative skills. Staff make regular observations of children and plan activities, taking into account their interests and capabilities. Procedures for tracking children's progress are in place, including the progress check at age two, and are regularly monitored by the manager.

Children who have special educational needs and/or disabilities are suitably supported by the nursery special educational needs coordinator. She works alongside parents and other professionals to ensure appropriate interventions are secured and children receive the support they need. Children's communication and language skills are suitably supported through the implementation of the 'Every Child a Talker' programmes. Babies enjoy 'sing and sign' sessions while older children engage in 'look and listen' activities. In addition, staff encourage children's language development through everyday activities such as, songs and stories. Children who speak English as an additional language are adequately supported. For example, staff work closely with parents to learn key words to support them. As a result, all children are supported to develop a suitable acquisition of language.

Children have access to a suitable range of resources and tools to make marks, such as pencils, crayons and paints, to promote their early writing skills. Older children have fun while they use rollers, brushes and wheeled toys to make marks outdoors, and babies draw patterns with their fingers in the sand. Pre-school children take part in daily 'letters and sounds' sessions to further support their literacy skills. Children have some opportunities to dress up in various costumes, such as princesses and superheroes, and they select from a suitable range of collage and role play resources to promote their imaginative skills. Children's physical skills are effectively supported. Babies have the space and resources to support them as they pull themselves up with furniture, crawl and gain confidence in walking. All children develop their muscles as they access the climbing equipment, dig in the sand, ride wheeled toys or run around while outdoors. Children have access to a satisfactory range of resources to promote their mathematical development. Pre-school children match counters to number cards and make patterns in the play dough with cutters. They enjoy fitting pieces into jigsaw puzzles and access different-sized containers in the water and sand. In addition, staff plan some baking activities. This contributes to children developing a suitable awareness of shape, size, pattern, measure and numbers. Children play and explore in an inclusive environment and enjoy using the small world resources to explore the world in which they live. In addition, children take part in planned activities in which they explore festivals and celebrations from other cultures, such as Chinese New Year. As a result, activities and experiences support children to acquire suitable skills for their future learning at school.

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

Children are confident and are supported by their key person to settle into nursery. This is due to the individualised settling-in procedures, which include visits to the nursery for short periods supported by their parents. Staff obtain information from parents during these initial visits, which includes their likes, dislikes and routines, to ensure they know each child and how best to support them. Consequently, children form attachments with staff and settle in well.

Staff are deployed well throughout the nursery and suitably supervise children to ensure they are safe while in their care. Staff conduct daily checks to ensure that the environment is safe for children to play and explore in. Children learn to keep themselves safe through gentle reminders from staff. For example, staff remind children to stay at the table with scissors because it is not safe to walk around with them. In addition, planned visits from other professionals, such as community support officers, further contribute to children's understanding of being safe. Overall, children are generally well behaved because staff implement reward systems and offer children lots of praise.

The health of children is adequately catered for by the staff. The nursery has obtained an award for their contribution to children's health. Children are served healthy meals and snacks, such as carrot sticks and sandwiches, and have constant access to water to drink when they are thirsty. Nappy changing procedures are robust. Children are regularly checked and changed as and when needed throughout the day. There are a suitable range of safe, well-maintained, accessible and age-appropriate resources to promote children's learning and effectively challenge them, both indoors and out. Arrangements are in place to support children's transitions into school. Staff meet with teachers beforehand to discuss the children and they send children's transition records to their new schools. This ensures they have adequate information to support children's individual needs, and teachers are welcomed into nursery to meet the children before they start school.

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

This inspection was prioritised due concerns regarding accident reporting and recording. During the inspection it was found that the staff had, on a few occasions, recorded what they had thought happened rather than what they had actually seen. The manager is aware of this and has implemented numerous strategies to help prevent this from reoccurring. For example, all staff have attended training on completing accident forms and the manager checks every accident form that some staff complete to ensure they are accurate. During discussions with staff it was evident that they have some understanding of the accident reporting and recording procedures. However, while training has benefited some staff, there have still been some occasions where staff have not appropriately implemented the accident policy and procedure.

Staff have a suitable awareness of how to safeguard children. The manager checks staff ratios to ensure they are maintained and she has suitable systems in place to cover any staff absences. All staff are aware of the possible indicators of abuse and how to respond should there be any concerns regarding children in their care. In addition, all staff are clear of how to proceed should there be any allegations concerning the adults who work at

the nursery. However, although there are satisfactory arrangements in place to ensure all staff adhere to the mobile phone and camera policy, this is not routinely shared with parents and visitors to the nursery. Therefore, parents are unaware that they should not use their mobile phones on the premises.

The new manager has implemented many ways to evaluate the service provided and to ensure parents' views are included. For example, the nursery has completed the local authority's audit and there is a suggestions box in the reception area for parents to note down and post any comments. The manager's current priorities include training the staff to ensure they are up to date with the nursery policies, introducing peer observations and reviewing all the risk assessments. Although all staff have regular supervision and appraisals to help identify training and support needs, as yet these do not extend to fully ensure the manager's and staff's practise is effectively monitored. This results in the quality of teaching practices being satisfactory for some staff and good for others. Parents are positive about the nursery and the staff. They say that their children never want to go home, that they attend all the parents' evenings and fun days and that they feel involved in their child's learning and development. The nursery's special educational needs coordinator works alongside parents and other professionals, such as the local authority development worker, to ensure that children with special educational needs and/or disabilities needs are met. Staff are aware of the advantage of liaising with teachers to support children's transitions into school. Therefore, this contributes to a consistent and complimentary approach to their learning.

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. It will be monitored and inspected within twelve months of the date of this 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		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	949651
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	89
Number of children on roll	92
Name of provider	Philip Bowdler
Date of previous inspection	10/10/2012
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, 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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