

# Wendy's Private Nursery & Pre-School Group

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

<b>Inspection date</b>	29/08/2014
Previous inspection date	09/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 have access to a warm and welcoming learning environment, both indoors and outdoors. They take an active interest in their surroundings and display high levels of concentration as they engage happily in their chosen activities.
- Staff provide children with good levels of care and are sensitive and attentive to children's individual needs. Therefore, children form secure attachments with all staff and display high levels of confidence and a strong sense of belonging.
- Effective safeguarding policies and procedures ensure that all staff have a good understanding of how to protect children and promote their welfare.
- Established partnerships with parents and other agencies results in information being shared effectively. As a result, children's needs are met.

### It is not yet outstanding because

- Children's next steps in learning are not always easily understood by all staff. This means that planning is not always as targeted as it could be to maximise all children's progress.
- The ways in which high quality practice can be shared across the nursery through peer observations, have not been fully explored.

## 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.
- The inspector observed activities and spoke to children and staff.
- The inspector held a meeting with the managers of the provision and looked at and discussed a range of policies, procedures and documentation.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the managers.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Emma Barrow

## Full report

### Information about the setting

Wendy's Private Nursery & Pre-School Group opened in 2000 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and operates from converted premises in the Heywood area of Rochdale. The nursery serves the immediate locality and also the surrounding areas. The nursery opens Monday to Friday, from 7am until 6.30pm, all year round, except for bank holidays. Children attend for a variety of sessions. Children are cared for across four rooms and have access to an enclosed outdoor play area. There are currently 84 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently 18 staff working directly with the children, of these 17 have an appropriate early years qualification. The nursery receives support from the local authority.

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

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

- improve the way children's next steps are recorded so that they are easier for staff to refer to and use for even more targeted and precise planning, enabling all children to make the best possible progress
- extend the ways in which high quality practice is shared across the nursery by embedding the use of peer observations and reflection on practice for staff, in order to enhance children's learning further.

## Inspection judgements

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

Children thrive in this stimulating and good quality nursery. They are greeted by friendly, caring staff and they arrive at the setting happy, confident and full of enthusiasm. Children make independent choices from the wide range of toys and equipment and are provided with lots of opportunities to instigate their own play. Children gain an awareness of different parts of the local community as they go on regular outings. They have opportunities to learn about things that interest them as they take part in first-hand experiences, such as visiting the local animal farm to learn about which animals live in the farmyard. Consequently, they enjoy their learning and make good progress.

Staff have a good knowledge and understanding of how to promote the learning and development of children. The learning environment is effectively laid out and linked to the

seven areas of learning, ensuring that the educational programmes have depth and breadth across all areas. Planning is completed for each individual child, reflecting their interests and learning styles and the structure of the day ensures that they are provided with uninterrupted time to play and explore. As a result, all children are happy and motivated to learn and participate in activities. They play with resources that are meaningful and interesting, promoting their natural curiosity and eagerness to learn. For example, they play in the tray of paint and attempt to write the letters of their name. This helps to develop their early literacy skills in a fun and interactive way. Staff use information gathered from observations of the children and from parents comments about what their children can do to inform future planning and ensure children's individual needs are planned for and addressed. Any identified gaps in children's learning are targeted with specific activities to ensure these are narrowing and that all children are making good progress towards the early learning goals, considering their starting points. However, there is room to improve the way some of the children's next steps are recorded. On occasions, these are worded in a cumbersome fashion which makes it hard for staff to use them in targeted and precise planning to maximise all children's progress.

Teaching techniques are consistent across the nursery, resulting in all children being effectively supported to acquire the skills and capacity to learn and develop effectively. This ensures they are well prepared for their next stage in learning. Staff skillfully question children and support them in their learning. For example, they offer simple running commentaries as children play and encourage children to engage in conversation. Children delight in talking as they discuss airplanes and where they fly. Practitioners encourage them to use their imagination as they respond to the questions and explain that airplanes can only land where there is an airport. Consequently, children are constantly learning about the world around them through quality interactions.

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

Children are cooperative, behave well and show positive attitudes towards others. They gather as a group for circle time, where they take turns to speak and listen, sharing their news. Staff are dedicated and committed to include all children, treating them with equal concern. Staff and children talk about the weather, seasons and current topics. These activities help children to develop concentration and communication skills. Staff teach children to have respect and consideration for others. They know they must share and take turns. They also learn rules that help to keep them safe. For example, playing with toys appropriately. Staff praise, reward and encourage children during the session. Consequently, children show confidence and are proud of their achievements.

Children's health is well promoted. They benefit from physical exercise at each session. They enjoy singing, dancing and riding wheeled toys in the outdoor areas. Staff have a good awareness of children's individual dietary requirements, such as any allergies and preferences. They discuss children's needs with parents and promote healthy eating. They sit with the children at mealtimes and prompt lively conversations, so that it is a sociable time. Children learn good routines and understand why they do things, such as washing hands. For example, children know about 'germs' that can give them 'tummy ache'. As a result, children are confident and independent as they develop a range of self-care skills,

and follow sensible personal hygiene routines. They demonstrate how to put their own coats on as they go outside and show that they respect their environment as they help to tidy up by putting resources away.

There is a consistent staff team, so children become familiar with the adults around them. This, alongside an effective key-person system, enables all children to form secure emotional attachments. The sensitive interaction by staff facilitates each child's ability to grow in independence. They willingly have a go at doing things independently, knowing that reassurance and support can be sought where necessary. There is also a sensitive approach to admission procedures. Staff encourage parents to stay as long as they feel they need to, they recognise that each child is unique and responds differently to starting at the nursery. Therefore, children are well supported and a positive sense of belonging is fostered. Consequently, they settle well and enjoy the attention they receive from the caring staff. Subsequently, children are confident in approaching new experiences or moving onto the next stage in their learning, such as starting at school.

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

All staff understand how to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They are fully aware of the possible signs and symptoms of abuse and the action they must take to manage any concerns they may have about children in their care. Staff all demonstrate a clear knowledge of who to contact should referral to an outside agency be required. In addition, detailed information is displayed in the staff room, illustrating the procedures to follow and including the relevant contact details for the Local Children Safeguarding Board. This effectively promotes children's welfare. All staff prioritise children's safety and are committed to providing an environment that is welcoming, safe and stimulating, where children develop their confidence and enjoy their learning experience. All staff have paediatric first-aid certificates and are confident in dealing with issues that may arise. All the staff also display a good understanding of their responsibilities, in relation to meeting the learning and development requirements. The manager liaises with all staff on a weekly basis to review and evaluate the delivery of the educational programmes. Staff demonstrate their clear understanding of how children learn and the importance of tracking their progress. This ensures any identified gaps in learning are addressed and targeted plans for intervention successfully implemented. Planning is completed for each child. As a result, children's interests and preferred styles of learning are taken into account.

The manager's commitment and drive to improve since the last inspection have resulted in clear targets for development and continuous improvement being fostered. All staff have now completed safeguarding training and demonstrate a sound level of understanding about their role to protect children in their care. Procedures regarding the use of mobile phones and cameras in the setting are clear and implemented effectively by the setting. Safer recruitment and selection procedures are followed to ensure safe recruitment including, identity checks, qualification verification, reference checks and clearance checks to assess applicant's suitability to be with the children. Strategies for managing staff's performance are strong and incorporate good recruitment and induction procedures. The

manager has implemented an effective training programme to ensure staff are suitably qualified and have a high level of skills to progress children in their learning and development. Weekly staff meetings, supervision and appraisals all contribute to this effective management process and the professional development of the whole team. The manager is continually seeking ways to improve practice and the quality of care. Consequently, a system of peer observations between staff, to enable them to reflect on their practice, has been recently introduced. However, this is not yet embedded across all areas of the nursery, in order to enhance staffs' professional skills and to drive further improvement.

All staff are highly committed in promoting good relationships with parents, other settings and external agencies, which contributes to meeting children's needs. Staff have good relationships with parents who speak highly of the nursery and the care their children receive. They report that they are happy with the way their children are supported and how staff make the atmosphere warm and friendly. Close liaison with local schools and external agencies ensures children's individual needs are met effectively and ensures that children are prepared for their transition to school. Self-evaluation is in place and this helps the manager to plan improvements for the nursery. Parents are also encouraged to share information and their thoughts verbally with the staff.

### **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

<b>Unique reference number</b>	316470
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	962667
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	89
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Philip Bowdler
<b>Date of previous inspection</b>	09/01/2014
<b>Telephone number</b>	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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