

# The Red House Nursery

38 Smithills Croft Road, BOLTON, BL1 6LN



## Inspection date

26 February 2015

Previous inspection date

4 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff plan a wide range of interesting play opportunities and activities, to support the next steps in children's learning. As a result, children make good progress in their learning and development in relation to their starting points.
- Children form close bonds and secure attachments to the staff because they are kind, caring and approachable. Consequently, children settle into the nursery easily because their emotional well-being is fostered.
- All staff have a secure understanding of their roles and responsibilities to safeguard children and implement daily safety checks to minimise hazards.
- The manager and provider are highly committed to developing a high-quality provision for all and self-evaluation is robust. Effective systems are implemented to inform priorities for improvement and are used to set challenging targets for the future.

### It is not yet outstanding because:

- There is scope to improve opportunities for staff to further extend their effective skills and practice, such as by introducing peer mentoring to help them learn from one another.
- Younger children are not always provided with extended opportunities to learn and play outdoors.

## What the setting needs to do to improve further

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

- build on existing practices for the monitoring of staff performance so that they are sharply focused on raising the practice of all staff to the highest levels, for example, through peer observations, so that staff may learn individual skills from one another
- make better use of the outdoor area by providing more opportunities for younger children to play and learn outdoors.

### Inspection activities

- Observations of staff and their interactions with children were carried out throughout the day both inside the nursery and the outside play area.
- The inspector carried out a joint observation with the provider in the toddler room and the pre-school room.
- The inspector held a meeting with the manager and the provider and spoke with staff, children and parents at appropriate times during the inspection.
- The inspector checked evidence of the suitability of staff working with children and a range of other documentation, including training records, risk assessments and the nursery's self-evaluation and improvement plans.

### Inspector

Marina Howarth

## Inspection findings

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

Children benefit from a good quality educational programme that effectively promotes their learning and development. Staff observe children during play and plan purposeful learning opportunities to move learning forward. Activities are focused on children's interest, such as painting pictures with frozen paints. Consequently, children of all ages are confident, independent and highly motivated. While all children benefit from daily opportunities to play outside, the outdoor area is not fully available to younger children when used by older children. Therefore, younger children's outdoor learning experiences are not fully optimised. Children's communication and language are supported well through circle-time sessions. Staff introduce rhyming words and new vocabulary. Time is provided for children to express themselves and reflect on their discoveries. This reinforces their learning and helps children to think and problem solve for themselves.

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

Children enjoy exploring the stimulating, well-resourced, safe and welcoming environment. A well-established key-person system enables children to form secure attachments. Consequently, children's emotional well-being is effectively supported. Staff take a consistent approach in their expectations of children's behaviour. Children's achievements are acknowledged with meaningful praise and recognition. Children demonstrate a good understanding of how to keep themselves safe. Staff offer simple explanations and provide opportunities to manage risk in a safe but controlled environment. Older children explain they do not play on the slide when it has been raining as they may slip and hurt themselves. Children's physical skills are promoted well. Strong focus on independence skills ensures children gain confidence and learn vital skills required for school.

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

The management team and staff have a comprehensive understanding of their roles and responsibilities to meet the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. Since the last inspection, the staff team have attended a number of training events. These have resulted in a significant improvement in the quality of teaching throughout the nursery. Practice has been extensively reviewed and improved to ensure children's safety and well-being. Risk assessments have been successfully improved to ensure that the areas and equipment are safe for children, both indoors and outdoors at all times. Staff have a strong knowledge of child protection and who to contact if they are concerned about any child in their care. All documents are effectively maintained and robust recruitment and suitability procedures are in place. Supervision sessions and meetings are maintained to monitor staff's practice. However, there is scope to enhance this by building on opportunities for staff to share good practice with each other, such as by introducing peer mentoring. Partnerships with parents are strong and other agencies are accessed, when needed, to ensure the needs of children are fully met.

## Setting details

<b>Unique reference number</b>	EY355644
<b>Local authority</b>	Bolton
<b>Inspection number</b>	990322
<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>	49
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Bailey Education Limited
<b>Date of previous inspection</b>	4 September 2014
<b>Telephone number</b>	01204 840484

The Red House Nursery was registered in 2007. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3. The manager has an early years foundation degree. In addition, one of the owners holds Early Years Professional status and holds Qualified Teacher Status. The nursery opens 51 weeks a year from Monday to Friday. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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