

Bungalow Day Nursery

132a Ashton Road, Denton, MANCHESTER, M34 3HR



Inspection date

10 April 2015

Previous inspection date

11 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Partnerships with parents are a key strength of the nursery. Parents contribute observations of their children's learning at home. Staff provide home learning bags and children take home teddy bears. They invite parents to attend regular meetings to share children's progress. This results in a joined-up approach to all children's learning.
- Leaders and managers have a thorough understanding of their responsibility in keeping children safe. Children are well protected as there are effective systems in place to promote health and safety. Risk assessments are used to reduce any identified hazards and staff know what to do, should they have concerns about children's welfare.
- Staff benefit from good quality support from leaders and managers. Regular supervision and observations of staff practice are a key feature of staff development. Staff are supported to gain qualifications and access training. This means they continue to develop their skills and knowledge and are able to meet all children's learning and care needs.
- There is a high emphasis on reflective practice. Effective self-evaluation is used well to drive improvements and includes contributions from staff, parents and children. This information is used well to set goals and targets, to improve the overall quality of the nursery.
- Staff genuinely enjoy their time with the children. As a result, children are happy and content, have a strong sense of belonging and are motivated to learn.

It is not yet outstanding because:

- Younger children are not provided with regular access to sensory and exploratory play experiences.
- There is room to improve the level of information shared with local schools, to further support overall learning and development for children who attend more than one setting.

What the setting needs to do to improve further

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

- improve younger children's sensory development by providing regular opportunities for them to engage and explore in a variety of sensory and exploratory play materials
- develop the level of information shared with local schools, to further support children's ongoing learning and development for those children who attend more than one setting.

Inspection activities

- The inspector observed activities in all of the nursery rooms and outdoors.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector spoke to children, staff and gained the views of parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and reviewed the nursery's self-evaluation and action plans.

Inspector

Layla Louise Clarke

Inspection findings

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

The quality of teaching successfully supports children in making good progress in their learning and development. Children are eager to participate in a variety of interesting activities. For example, staff skilfully engage older children in a floating and sinking activity, using a variety of props, which allow children first-hand experiences to develop their understanding. Staff capably extend children's learning as they show an interest in making marks with the water and provide rollers for them to continue the activity outdoors. This supports children's early writing skills and helps them to develop the skills they need for the next stage in learning and school. Younger children develop physical skills as staff provide coloured pom poms and tweezers to pick them up and put them into containers. Babies explore a variety of natural materials, which include real and wooden resources and delight as they shake bottles filled with exciting items and coloured water. However, there are less opportunities for younger children to engage in explorative play activities, such as sand, dough and paint, to promote their sensory development.

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

The environment is stimulating and the friendly and attentive staff team provide a nurturing environment and parents comment that there is a 'strong family feel'. Children share strong relationships with their key person and the adults who care for them. This supports their emotional security as children demonstrate high levels of self-esteem and confidence. The well-qualified staff understand how children learn and support them to make independent choices. Children are able to make decisions for themselves as they choose from accessible and labelled toys and equipment. Healthy lifestyles are promoted well as children benefit from healthy snacks and nutritious meals. Children demonstrate through their play that they understand how to keep themselves safe. They hold onto the handrail as they walk over the large wooden bridge and wait for their turn before sliding down the slide, so as not to bump into their friends. Outdoors provides wonderful opportunities for climbing, balancing and large scale physical activities. This supports all children's physical health and well-being.

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

Leadership and management are good. Leaders are passionate about providing high-quality care and learning for all children. The manager uses effective systems to monitor the educational programmes. Any gaps in children's learning are swiftly identified and strong relationships with external agencies means that targeted support is addressed and implemented. This means that all children, including children with special educational needs and/or disabilities, make good progress in relation to their starting points. Good relationships with local schools means that the transfer to school is well supported. However, the information shared between nursery staff and the schools that children also attend, does not consistently focus on children's learning needs.

Setting details

Unique reference number	EY392322
Local authority	Tameside
Inspection number	859429
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	53
Number of children on roll	79
Name of provider	Bungalow Day Nursery Ltd.
Date of previous inspection	11 November 2009
Telephone number	0161 335 0484

Bungalow Day Nursery was registered again in 2009. The nursery is open each weekday from 7.30am to 6pm, all year round. There are 15 members of staff. Of these, one member of staff holds a recognised early years qualification at level 4, eight members of staff hold recognised early years qualifications at level 3 and four members of staff hold recognised early years qualifications at level 2. The manager holds Early Years Professional status. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities.

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