

# Unsworth Nursery

c/o Unsworth Primary School, Blackley Close, Bury, Lancashire, BL9 8LY



## Inspection date

17 April 2015

Previous inspection date

29 June 2010

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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff are well qualified in early years. Teaching is rooted in staff's knowledge of how children learn. Staff provide a good range of activities and adapt learning areas within the provision, based on children's interests and levels of development.
- Children are well supported in their next stage in learning and beyond. This is further supported by the close partnership staff have with the Foundation Stage teacher at the host school.
- Children follow good hygiene routines. They enjoy healthy meals and snacks, which promotes their good health. Children enjoy the freedom of accessing the outdoors to further promote their physical well-being and their understanding of taking small calculated risks.
- Safeguarding procedures are strong. All staff have attended safeguarding training and have a good understanding of their responsibilities to keep children safe.
- The staff team have worked together for many years. They offer consistency of care and have strong relationships with parents and the community. They are now delivering the same quality care and education to some second generations.
- The staff team collectively have a clear vision for further developments of the nursery and include the views of children and parents.

### It is not yet outstanding because:

- Staff do not always share all children's current developmental targets with parents, so that they can continue to support their children's learning at home.
- There is room to strengthen opportunities for staff to access further training, so that they are continually developing their skills in offering quality learning experiences.

## What the setting needs to do to improve further

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

- extend the sharing of all children's current developmental targets to all parents, so that they can fully support their children's learning at home
- provide innovative ways in which staff access training, so that they are continually keeping their already good knowledge up to date and delivering very high-quality care and learning, so that children make rapid progress in their learning.

### Inspection activities

- The inspector had a tour of the nursery with the provider.
- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the provider/manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and discussed the systems for planning children's learning experiences.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.

### Inspector

Joanne Parrington

## Inspection findings

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

Staff skilfully take the children on a journey, learning through purposeful play, which offers realistic challenges and ignites their enthusiasm to learn. From a young age, children begin to develop key skills needed for their next stage in learning, such as recognition of numbers and letters and their use in everyday life. For example, as children play 'restaurants', they use writing tools to write down the orders from their 'customers'. Older children support younger children's play as they use numbers to calculate how much their bill is. Strong teaching methods are used consistently by staff. Staff listen to children and skilfully question them to enhance their skills in thinking critically and being active in their learning. For example, children make dough to take home. Staff provide them with the ingredients and encourage them to think about the process and what they might need to do when the mixture is a little sticky. Children relish the challenge and are proud of their end results. Staff identify when children's development is less than expected and share this information with parents. However, staff do not always share developmental targets for every child, so that all parents can fully support their learning at home.

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

Children and their families are welcomed into this friendly nursery. The key-person system is very effective. As a result, children are emotionally secure; they settle quickly and receive quality care and education tailored to their individual needs. Staff have high but realistic expectations for the children and support them to build their confidence to attend to their own needs. Staff provide children with praise and encouragement, demonstrating they value their achievements, therefore, promoting their self-esteem. Staff model courteous language, such as 'please' and 'thank you', so children learn from their example. The manager and staff have a good understanding of their responsibilities and implement strong working practices, so that children's health, safety and well-being are supported.

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

The manager implements the requirements well. The staff team is very strong and together, they monitor the educational programmes and the learning experiences they offer children. Staff carry out observations of each other's practice and give honest feedback, including where practice maybe strengthened. This culture of reflective practice ensures that all staff are consistently delivering good quality learning. As a result, all children make good progress in their development. The manager ensures that all staff receive training and are informed about changes occurring within early years. However, some training, which staff may be interested in, to enhance their practice to the highest level, is not always undertaken.

## Setting details

<b>Unique reference number</b>	316748
<b>Local authority</b>	Bury
<b>Inspection number</b>	868382
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	20
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Unsworth Nursery School Ltd
<b>Date of previous inspection</b>	29 June 2010
<b>Telephone number</b>	0161 796 6672

Unsworth Nursery was registered in 1995. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including the manager who has Early Years Professional status. The nursery opens from Monday to Friday all year round, with the exception of public holidays and one week at Christmas. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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