

Washacre Nursery

WASHACRE CP SCHOOL, Clough Avenue, Bolton, BL5 2NJ



Inspection date

13 May 2015

Previous inspection date

20 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Safeguarding children is a particular strength of the nursery. Staff have an outstanding awareness of child protection issues and the comprehensive information sharing systems in place ensure that details are shared with other agencies in order to protect children.
- Partnership working with other agencies and professionals, including the adjacent children's centre, is well established in order to promote children's welfare and progress.
- Children are making good progress in their learning, including those with special educational needs and/or disabilities. Any gaps are being narrowed, including if children's starting points are below those expected for their age.
- Staff demonstrate effective teaching skills when supporting children's development in speaking and listening, in order to underpin their progress in other areas of learning.
- Staff provide good support for children's emotional well-being and form effective partnerships with parents. Parents are encouraged to share information with staff to support their children's care and learning.
- Systems for evaluating the nursery in order to bring about continuous improvement in practice are robust. Managers make good use of information about children's progress, in order to identify any staff training and resources needed.

It is not yet outstanding because:

- Occasionally, staff do not recognise if it is better to incorporate more flexibility into the routine of a session when deciding when to offer activities led by adults.
- Not all opportunities to use children's repetitive play, such as throwing or mixing materials, are recognised by staff and used quickly to promote children's learning.

What the setting needs to do to improve further

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

- enhance staff's ability to evaluate when it is best to be more flexible within the routine of each session, so that enough time is available for children to sustain concentration on all planned activities
- sharpen staff awareness when observing children's play, in order to make the best use of children's repetitive play, to promote their individual progress.

Inspection activities

- The inspector checked evidence of suitability of staff and managers, along with evidence of the qualifications held by staff.
- The inspector held meetings with the manager of the nursery and spoke to members of staff when appropriate.
- The inspector and the manager carried out a joint observation and discussed the ways in which practice in the nursery is evaluated in order to make plans for improvement.
- The inspector took account of the views of children and parents spoken to on the day.

Inspector

Jennifer Kennaugh

Inspection findings

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

Robust systems are in place to track children's progress and are used to inform planning for their next steps in learning. All areas of learning are provided for by making resources accessible to children and planning activities based on their observed needs. As a result, children quickly begin to gain the skills and attitudes they need for their next stages in learning. Staff have built a rich and interesting environment both indoors and outside, which encourages children to explore and learn. Both areas have a wide variety of materials and textures, such as sand, wood and shiny metal, which staff use to help children learn descriptive words. Staff make effective use of adult-led activities to promote children's learning. However, they do not always identify when it may be best to adjust the intended routine for activities so that the maximum impact on learning is possible. For example, they find that there is little time for the daily shared story time at the end of a session. This is because staff have not recognised when this could have been incorporated into the long outdoor play time provided when children prefer to be outside.

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

Children are confident and demonstrate a sense of security because of their strong attachments to staff. This is because staff allow them to settle at their own pace and provide as much emotional reassurance as children need during their earliest attendances. Children are taught routines to support their good health, such as through brushing their teeth daily. They learn how to manage their hygiene because staff emphasise the importance of routines, such as washing their hands before eating. Staff praise children for good behaviour, such as taking turns, which raises their self-esteem and motivates them to greater learning. Children have good opportunities to develop their manipulative skills and their whole-body coordination, as well as to take small risks. For example, staff provide encouragement when children walk on and jump off low beams. However, they sometimes do not recognise when some physical play, such as repeatedly throwing objects, could be re-directed using more appropriate resources, such as balls, to enhance children's development.

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

Managers regularly check that children receive good levels of challenge and that the learning environment matches their needs and interests. Highly effective use is made of assessments of children's learning, in order to identify where staff can undertake more training, such as for enhancing children's communication and language development. Staff receive regular feedback from qualified teachers to enhance their skills. Two full-time staff have either completed or are working towards level 5 qualifications, and this means that other staff have good role models for their own practice. Managers and staff have a comprehensive understanding of the requirements of the Early Years Foundation Stage and implement these effectively so all aspects of the provision are at least good.

Setting details

Unique reference number	EY472317
Local authority	Bolton
Inspection number	981044
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	12
Number of children on roll	24
Name of provider	Washacre Primary School
Date of previous inspection	20 June 2014
Telephone number	01942634756

Washacre Nursery was registered in 2013 and is situated in the Westhoughton area of Bolton. The nursery opens from Monday to Friday, during term time only. Sessions are from 9am until 11.45pm and 12.15pm until 3.15pm. Four members of staff are employed to work directly with the children, and the nursery is managed by the headteacher of the host school. One member of staff has a foundation degree and one is qualified to level 4. The nursery also receives support and advice from one of the host school's early years teachers. It provides funded early education for two-year-old children.

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