

# The Old Library

Wardle Road, Rochdale, Lancashire, OL12 9ER



## Inspection date

29 May 2015

Previous inspection date

16 June 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching lacks consistency. Therefore, children do not always receive the support or challenge they need to make good progress in their learning.
- Staff do not consistently implement behaviour management strategies.
- The nursery's documentation does not fully meet legal requirements. This is because staff do not consistently keep accurate written records each time medication is administered to a child.
- Links with other providers, to share information about children's individual learning and development, have not been sufficiently established.

### It has the following strengths

- The manager has recently returned to work, and has been proactive in identifying areas that require improvement.
- Staff plan next steps for learning and provide activities built around children's interests. Therefore, children enjoy taking part and make steady progress in their development.
- Children share warm relationships with their key person, which supports their emotional security. Partnerships with parents foster continuity in children's care and learning.
- Staff have a secure understanding of safeguarding procedures, which supports children's welfare.

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

### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- increase staff knowledge and understanding of how children learn, to raise the quality of teaching, to help children make the best possible progress in their learning and development, given their starting points
- ensure all staff have the skills and understanding to effectively and consistently implement the behaviour management policy, to support children to understand and learn the behaviour expectations of the nursery
- ensure written permission is obtained from parents before administering medicine to children, and keep a written record each time.

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

- extend the arrangements for sharing information and partnership working with other providers that children attend, in order to provide complementary learning opportunities.

### **To meet the requirements of the Childcare Register the provider must:**

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that records are kept, detailing any medication administered to any child who is cared for on the premises, including the date, circumstances and who administered it, and including medicine which children are permitted to self-administer, together with a record of a parent/guardian/carer's consent (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure that records are kept, detailing any medication administered to any child who is cared for on the premises, including the date, circumstances and who administered it, and including medicine which children are permitted to self-administer, together with a record of a parent/guardian/carer's consent (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed children's activities and staff interaction, in both the playrooms and the garden.
- The inspector observed lunchtime and snack time with the children.
- Discussions were held with children, individual staff members, the manager, a local authority advisor and parents. Two joint observations were carried out with the manager.
- The inspector looked at documentation, including observations, assessments, planning, systems for tracking children's progress and a sample of other records, including risk assessments, accident records, medicine records, and policies and procedures.
- The inspector checked evidence of the suitability of staff working with children, self-evaluation records and improvement plans.

### **Inspector**

Kate Smith

## Inspection findings

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

Staff plan appropriate next steps for children's learning. However, these do not always translate into effective practice, as the quality of teaching is variable. Some staff intervene appropriately to support children's development and to build on their ideas. However, in the pre-school room, staff sometimes miss opportunities to fully engage children in meaningful play, or to extend their learning. Consequently, some children do not achieve their full potential, although they are acquiring the basic skills that will support their future learning. Staff collect words in children's home languages, which means that those who speak English as an additional language are supported in their communication skills. Children make choices in their play, demonstrating they are becoming self-confident. Babies explore a wide range of sensory resources. Young children concentrate as they create unique models from cardboard boxes. Skilled staff support children's thinking, as they encourage them to predict which resources will sink or float in the water tray. Staff share information with parents through discussions, daily diaries and learning records.

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

Staff are well deployed to meet the needs of all children. The playrooms are stimulating and well resourced. Children are learning to share and take turns. However, they are not fully supported in managing their own behaviour. This is because staff do not always set clear boundaries or expectations. For example, during small group work, as children focus on differentiating sounds relating to the shape of their mouths, their concentration is lost as a result of minor disruption from others. Meals and snacks are nutritious, and children serve themselves, promoting their independence. Children learn to take risks in their play, as they use the climbing equipment in the outdoor play area. The bathroom is clean, and hygiene routines promote children's privacy and independence. However, staff do not always gain written parental consent to administer medication. This does not support children's health effectively.

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

The manager is well qualified and conducts regular supervisions of staff, to evaluate individual performance and encourage improvements. However, this is not completely effective. The quality of teaching in the pre-school room is not yet good enough to fully support children's learning. Not all staff follow the nursery procedures effectively, demonstrating inconsistent practice. Staff track children's development, and the manager monitors the progress of children across all areas of learning. Staff have recently received training, to create a more stimulating environment and to provide activities to fill the gaps in children's learning. Staff work well with other professionals to support children with special educational needs and/or disabilities. Communication with local schools is not effective enough to provide complementary learning for children who also attend them. Effective risk assessments maintain a safe environment. Suitable vetting procedures and staff induction promote children's welfare.

## Setting details

<b>Unique reference number</b>	316464
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	984857
<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>	56
<b>Number of children on roll</b>	61
<b>Name of provider</b>	The Old Library Nursery Ltd
<b>Date of previous inspection</b>	16 June 2014
<b>Telephone number</b>	01706 649 430

The Old Library Nursery was registered in 1989. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications, including the manager who holds a level 6 qualification. It opens all year round from 7.30am until 5pm, Monday to Friday, except for public holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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