

The Rises

Hill Street, Shaw, Oldham, Lancashire, OL2 8PQ



Inspection date

16 November 2015

Previous inspection date

17 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are well qualified and attend training to enhance their skills. Effective performance management procedures and staff coaching have a positive impact on the quality of teaching and on children's learning.
- The quality of teaching is good. Staff make regular observations of children's learning and use accurate assessments of their development to plan challenging next steps.
- Strong relationships with parents support effective sharing of information. This helps to provide continuity in children's learning and their individual care.
- Children share warm, supportive relationships with their key person. This contributes towards them feeling settled and emotionally secure. Children's social development is well fostered. They are happy and motivated to learn.
- Children are well behaved and play cooperatively. Staff are consistent in their approach to supporting positive behaviour. Children are encouraged to think about potential consequences to their actions. Children share resources and take turns.
- Managers are experienced, enthusiastic and set high expectations. Effective evaluation is used to highlight strengths of the provision and areas for development, to drive forward continuous improvement.

It is not yet outstanding because:

- Occasionally, the daily routine interrupts sustained periods of meaningful play for some children.
- Opportunities for parents to contribute to the initial assessments of their children's development are not fully promoted.

What the setting needs to do to improve further

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

- review the daily routine to ensure that individual care routines do not disrupt the concentration of other children
- encourage parents to share information about what children can already do, to help strengthen initial starting points for learning.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning. Two joint observations were carried out with the manager.
- Discussions were held with children, individual staff members, the manager and some parents.
- The inspector looked at documentation, including observations, assessments of children's learning, planning, systems for tracking children's progress and a sample of other records, including risk assessments, accident records and policies and procedures.
- The inspector checked evidence of the suitability of staff working with children and their qualifications, and also considered self-evaluation records and improvement plans.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a clear understanding of the correct procedures to follow to protect children from potential harm. Effective recruitment and induction procedures help to ensure that staff have the skills to support children's learning and welfare. Risk assessments are used well to minimise potential hazards. Staff are well deployed to support children's safety. Staff carry out peer observations, which contribute towards continuous evaluation of the quality of teaching. Children's learning is tracked effectively and gaps in individual development are closing. Additional funding for children is well targeted to support individual learning. Parents comment that they are happy with the quality of the provision and that staff know children well. Staff share information about children's development with teachers, which helps to provide continuity in their learning.

Quality of teaching, learning and assessment is good

Parents share information about children's interests. Staff provide activities that children enjoy and so they are eager to take part. Staff provide activities that are targeted to extend children's individual learning. All areas of children's development are promoted through a broad range of stimulating learning opportunities. Babies and younger children explore different textures and mediums, which helps to promote their sensory development. Staff promote children's language development well. Children are encouraged to listen carefully. They are eager to share words that start with a specific letter sound, which helps to promote their literacy skills. Children are learning to recognise numerals and to count out the corresponding number of objects. They enjoy filling different sized containers, which helps to foster their mathematical development. Children use their imagination and critical-thinking skills as they connect construction toys, to create vehicles of their own design.

Personal development, behaviour and welfare are good

Children are learning about people and communities beyond their personal experiences. This contributes towards promoting their understanding of diversity. Staff use praise and encouragement effectively. This helps to promote children's confidence and enhance their self-esteem. Children demonstrate a sense of belonging as they make independent choices about their play. Their self-help skills are well supported. Older children enjoy the responsibility of pouring their own drinks and helping to set the table for mealtimes. Children take appropriate risk in their play and are learning to keep themselves safe. Staff help children to make healthy choices. Children wash their hands before eating and brush their teeth after meals. Daily outdoor exercise helps to support children's physical development and their well-being.

Outcomes for children are good

All children make good progress in their learning from their initial starting points. Children are becoming confident learners. They are developing the personal skills that will support them in the next stage of their learning, as they move on to school.

Setting details

Unique reference number	EY235010
Local authority	Oldham
Inspection number	855812
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	47
Number of children on roll	54
Name of provider	Lynn Minshall
Date of previous inspection	17 March 2011
Telephone number	01706 848 866

The Rises was registered in 2003. The nursery employs 14 members of childcare staff, 12 of whom hold appropriate early years qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

