

Newbold Childrens Centre Nursery

Moss Street, ROCHDALE, Lancashire, OL16 5NL



Inspection date

13 April 2016

Previous inspection date

9 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Leaders and managers are committed to providing the best possible care and education for all children. Effective delegation of roles and responsibilities helps to ensure a strong and cohesive team.
- Staff effectively observe and assess children to identify their next steps in learning. Disabled children and those with special educational needs and children who speak English as an additional language are supported well. Staff work closely and effectively with other professionals to help meet the needs of individual children.
- Partnerships with parents are strong. Parents value opportunities provided to visit their child's key person and discuss their child's development. Parents are highly complimentary about the service they receive as a family.
- Staff are good role models. They teach children to take turns, be polite and have respect for each other. Children's behaviour is good. They listen and respond well to instructions. Older children are involved in setting their own ground rules. This helps them to develop a strong sense of belonging and a better understanding of what is right and wrong.

It is not yet outstanding because:

- Occasionally, activities are not focused sharply enough to help extend younger children's speaking skills.
- Staff do not consistently provide opportunities or give children time to learn to think, respond and provide their own thoughts and suggestions.

What the setting needs to do to improve further

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

- provide a sharper focus on extending younger children's speaking skills to an even higher level
- encourage children to think, talk about solutions and solve simple problems for themselves and in their own time.

Inspection activities

- The inspector observed the quality of teaching during activities both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Leaders and managers have a good understanding of the procedures to follow if they have any concerns about a child's welfare. All staff understand how to minimise risks, and robust procedures and precautions are taken to ensure children's safety and security. Leaders, managers and staff are reflective practitioners. Parents and children are involved in providing feedback to help identify any areas for improvement. Action plans are regularly revisited, contributing to the continuous evaluation of the quality of the nursery. Training and professional development opportunities are consistently sought to help improve staff knowledge, understanding and practice. The manager consistently tracks children's overall progress in their learning and development. This helps to swiftly identify any gaps in children's learning and early intervention is sought, as necessary.

Quality of teaching, learning and assessment is good

The well-qualified staff team uses their skills effectively to provide an effective learning environment for all children. Staff support babies and younger children to develop a strong sense of self and belonging. For example, children enjoy observing themselves in a large floor mirror. They look at the reflections of other children, learning about similarities and differences. Older children develop the skills required in preparation for school. Staff provide practical opportunities for children to recognise and write their own name. Staff successfully teach children about growing and planting seeds. Children develop mathematical skills as they decide how many seeds to plant, counting them as they place them in the soil. Staff enhance the provision to extend children's mathematical skills. For example, children use cylinders to measure and learn about volume and capacity.

Personal development, behaviour and welfare are good

Children form good attachments with their key persons who are caring and sensitive. Children's physical and emotional well-being are fostered well. Parents are familiar with their child's key person and effective communication helps to ensure that children's care needs are well met. Shared learning activities and experiences successfully support children's learning at home. Staff monitor children's attendance carefully, liaising and consulting with parents to provide support, as necessary. Children are provided with nutritious meals that are cooked on the premises by a knowledgeable and experienced chef. Children are encouraged to eat well and learn about food, which helps set the foundations for their future health and well-being.

Outcomes for children are good

Children are making good progress in their learning and development based on their starting levels when first attending nursery. They confidently progress through the nursery, supported by their key persons who work closely with parents to help assist the move. This helps to ensure they are ready for their next stage in learning, including school. Children have a wealth of opportunities to support their development of literacy and mathematical skills. Funding that is provided to enhance and extend the skills of all children is used effectively.

Setting details

Unique reference number	EY337661
Local authority	Rochdale
Inspection number	849234
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	56
Number of children on roll	116
Name of provider	Creche-N-Co Ltd
Date of previous inspection	9 March 2012
Telephone number	01706 649 729

Newbold Childrens Centre Nursery was registered in 2006. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and 12 staff hold early years qualifications at level 3 or above, including the manager who holds Early Years Professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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