

# The Old Library

Wardle Road, Rochdale, Lancashire, OL12 9ER



## Inspection date

11 May 2016

Previous inspection date

29 May 2015

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

- Since the last inspection the providers have worked successfully to ensure that they meet the legal requirements. For example, they have invested heavily in training to enhance staff's qualifications and the quality of teaching is improving quickly.
- The additional training and the improved arrangements to supervise staff are helping staff to reflect on how they can improve teaching, learning and assessment. For example, staff amended their assessments where these were too optimistic. Children's learning and development outcomes are good and parents are delighted with their children's progress.
- Staff share the leaders' high expectations for children to achieve well. Children are becoming keen and confident learners. They are gaining the skills and attitudes they need to make the most of the learning opportunities as they move through the groups and on to school.
- Staff share the leaders' high expectations for children to achieve well. Children are content and emotionally secure with the staff. They enjoy healthy food, and have regular opportunities to develop their physical skills in the fresh air. Recent training helps staff to support children to manage their own behaviour, which is good.

### It is not yet outstanding because:

- Leaders are not yet able to show how well they are helping different groups of children to catch up, for example, those in receipt of additional funding.
- Leaders are aware that some staff need further support and challenge to ensure that the quality of teaching is consistently high in the staff team.

## What the setting needs to do to improve further

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

- continue to improve the quality of teaching of weaker or less experienced staff to ensure that teaching is consistently of high quality across the nursery
- continue to improve systems to measure and compare assessment outcomes for different groups of children for example, those in receipt of additional funding, in order to address any variations in learning and help them to catch up with their peers.

### Inspection activities

- Her Majesty's Inspector (HMI) observed the quality of teaching during activities in all areas of the nursery including outdoors and assessed the impact this has on children's learning.
- HMI completed two formal joint observations with the assistant manager, who also accompanied HMI on most of the general observations.
- HMI spoke with a sample of five parents during the inspection and took their views into account.
- HMI held a face-to-face meeting with the manager and one of the providers, and a telephone conversation with the local authority early years advisor who has been supporting the setting.
- HMI reviewed relevant documentation, including the self-evaluation form and documents supporting safeguarding, and an extensive sample of policies and procedures.
- HMI tracked a sample of children, and as part of this, looked at their assessments and learning journals and spoke to their key persons.
- HMI spoke to a sample of members of staff about safeguarding arrangements and about arrangements to manage their performance.

### Inspector

Linda McLarty HMI

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are well-trained to spot when children may be at risk of harm. They are confident with the procedures to follow if they have concerns about the welfare of children and families. Leaders use findings about safeguarding in other settings to amend their practice, for example, their nappy-changing arrangements. The management team regularly check the quality of teaching and confidently challenge weak practice. They set staff targets to help them improve. However, they know there is scope to improve teaching further. The manager monitors the accuracy of assessments, and has challenged staff when these appear over-generous. Parents report that the assessments and daily feedback help them to support their children's learning at home. Teachers from the two main schools children attend visit the nursery in the summer term to observe the children and discuss their needs. Staff link with the Rochdale Area SENCO (Special Educational Needs Coordinators) Team and children's social care team to ensure they support children in contact with these agencies.

### Quality of teaching, learning and assessment is good

The environment is organised well to ensure children get opportunities to make progress in all of the areas of learning. Babies are encouraged to share as they explore toy farm animals, copying the sounds they make. The 'tweenies' talk about how it feels to move different cars through shaving foam. 'Tweenies' and pre-school children use rulers to measure and compare lengths and sizes of play dough, or to press out mathematical shapes. Older children talk about loud and soft sounds they make as they explore home-made percussion instruments outside. They learn to recognise simple words such as 'fog', 'sunny' and 'cloudy' as they use photographs to describe the weather. Children identify mathematical shapes well and staff extend their learning, for example by asking children to guess what new shapes are formed when they join up different types of triangles.

### Personal development, behaviour and welfare are good

Older children form good friendships and play well with other children. They respond well to staff's gentle reminders of how to behave kindly and why this is important. Children learn good hygiene habits such as washing hands before eating. They learn about a healthy diet as part of the 'Golden Grin' scheme, and relish the nutritious hot lunches and healthy snacks. Babies show how safe they feel as they reach out to staff when they want comfort or to share their enjoyment of activities.

### Outcomes for children are good

Staff regularly check that children are developing good learning habits and attitudes. Consequently children are keen to learn, for example, as they link letters and sounds, count and learn numerals, or identify shapes and sizes. Most children make at least typical progress, irrespective of their starting points. They are prepared well for school.

## Setting details

<b>Unique reference number</b>	316464
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1045099
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<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>	29 May 2015
<b>Telephone number</b>	01706 649 430

The Old Library Nursery in Rochdale was registered in 1989. The nursery employs 12 members of staff. Of the 11 staff working directly with the children eight hold appropriate early years qualifications at level two or above, including the manager who holds a level six qualification. The nursery is open 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 also receives additional funding through the Early Years Pupil Premium.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

