

Baby Bede's Private Day Nursery

Morris Green Lane, Morris Green, Bolton, Lancashire, BL3 3LJ



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| Inspection date | 24 June 2016 |
| Previous inspection date | 2 April 2012 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| Effectiveness of the leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Requires improvement | 3 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

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

- There have been significant changes in the management and staffing arrangements of the nursery. This has had a substantial impact on the quality of the service overall.
- The practice of staff is not monitored robustly. This means that improvements are not always identified or acted upon swiftly and the quality of teaching is variable.
- The environment is not always set up in a stimulating way. Some areas have very limited resources or activities to support and challenge children's learning.
- Activities are not always well matched to children's individual needs or next steps in learning. Consequently, some children are working below expectations for their age.
- The management team is not fully monitoring the observations and assessments of children, to ensure consistency in quality and accuracy of judgements.
- Staff do not always engage parents to contribute their own views towards children's ongoing learning and assessment in the setting.

It has the following strengths

- The new management team has accurately identified key areas for improvement when reflecting on the effectiveness of the setting. They have a clear and detailed action plan in place with support from professionals to make positive changes quickly.
- Staff work in close partnership with the school nursery teacher, who leads phonics sessions and models good practice. This helps to prepare children with key literacy skills for their future and in readiness for school.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- improve the monitoring of the practice of staff and raise the quality of teaching to the highest standard overall 29/07/2016
- plan a challenging and enjoyable experience for all children in each area of learning, to ensure individual needs are well met and children are supported to make good progress. 26/08/2016

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

- monitor children's assessments regularly and ensure consistency and accuracy of judgements across the setting
- encourage more parents to contribute their own information to children's ongoing learning and assessment.

Inspection activities

- The inspector observed the quality of teaching during activities 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 staff supervisions and training records, children's assessment files and the setting's self-evaluation.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff show knowledge of child protection issues. They understand what action to take if concerned about the welfare of a child in their care. Risk assessments and daily checks of the environment help to minimise potential hazards for children. All staff have some opportunities for professional development and a large proportion of staff have relevant childcare qualifications. However, the supervision of staff is not always rigorous. Observations of staff practice are also not frequent enough to monitor the quality of teaching sufficiently. The management team has recently redeveloped their systems for observation, planning and assessment. However, there are inconsistencies in the recording and quality overall.

Quality of teaching, learning and assessment requires improvement

Staff observe children's play and plan for the next steps in their learning. They find out what children like and create an 'interest tree' display. Staff sing to younger children as they move forwards and backwards on a rocker. They encourage children to make marks with chalk. They talk about the different colours and number of beads they can see on the abacus. This helps to support children to develop key skills for their future. However, the quality of teaching is variable overall. While the older children are playing outside, there are missed opportunities to engage in their play. For example, a child is fascinated looking at an ant, however, they quickly lose interest when there is limited discussion to extend their understanding of insects further. Parents are kept informed about their child's progress through daily discussions and diaries. Staff hold parents' evenings twice a year and share progress summaries. However, they have not successfully engaged parents to contribute their own views or to be involved fully with ongoing assessments.

Personal development, behaviour and welfare require improvement

The new management team has reviewed the learning environment and started to make changes. For example, they have created more opportunities for children to be creative on a large scale. This helps to support children's large movement skills and physical development. However, there are very limited resources and activities in some areas. For example, there are empty trays with no resources in for babies in the outdoor area. Older children attempt to paint but the water is all dirty so the colours are all brown. Children generally behave well. They are encouraged to be good listeners when following instructions and are praised for their achievements. This helps to promote their self-esteem and confidence. Staff support children during care routines, singing songs while they wash their hands or have their nappy changed. Older children go across to the school hall for lunch. They practise serving their own food and using cutlery, and tidy away their plates. This helps to support children's growing independence.

Outcomes for children require improvement

Children make some progress in their learning and development. However, this is not monitored securely to ensure that all children make good progress from their starting points. Children who receive additional funding have been identified and resources have been purchased to support their learning in the future.

Setting details

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| Unique reference number | EY431532 |
| Local authority | Bolton |
| Inspection number | 850207 |
| 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 | 98 |
| Number of children on roll | 143 |
| Name of registered person | St Bede's Childcare Limited |
| Registered person unique reference number | RP530849 |
| Date of previous inspection | 2 April 2012 |
| Telephone number | 0120461899 |

Baby Bede's Private Day Nursery was registered in 2011. The nursery employs 22 members of childcare staff. Of these, 18 hold appropriate early years qualifications at levels 2 or 3, including the manager, who has early years professional status. The nursery opens from 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. The nursery also cares for those with special educational needs or disability and children who speak English as an additional language.

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