

The Home Corner

1a Railway Street, LITTLEBOROUGH, Lancashire, OL15 8AG



Inspection date

Previous inspection date

12 August 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager is passionate about providing a quality service and has a strong drive for continuous improvement.
- Children are working comfortably within the typical range of development for their age. Activities are carefully planned around children's interests and support what children need to learn next.
- Children benefit from a calm and welcoming environment, which offers a wide range of interesting activities. Children are happy, settled and fully engaged in learning. Overall, they are skilfully supported by staff, who extend and challenge their thinking through play.
- Staff are excellent role models for the children. They are kind, sensitive and communicate clearly with each other. Every opportunity is used to carefully foster children's growing independence skills.
- Staff have a good understanding of how to support children's behaviour and this is evident in practice. Children behave well and learn how to take turns and play cooperatively. Older children role model good table manners to the younger children.
- Parents are extremely happy with the quality of care and teaching provided. They are complimentary of the staff's excellent communication skills and their knowledge of individual children's needs, interests and development.

It is not yet outstanding because:

- Systems to monitor staff practice are not yet fully effective in raising the quality of teaching to the highest standard overall.
- The manager is not yet effectively monitoring the progress of different groups of children.

What the setting needs to do to improve further

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

- embed systems to monitor staff practice and ensure teaching is of a consistently high standard overall
- improve how the progress made by different groups of children is monitored so that any differences in attainment are identified and addressed quickly.

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. She looked at relevant documentation, such as staff training and supervision records, children's assessment files and planning.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about child protection issues and understand what action to take if concerned about the welfare of a child. Thorough risk assessments are completed, for example, every time the children go outdoors to play. This helps to keep children as safe from harm as possible. The majority of staff have relevant childcare qualifications and attend regular professional development opportunities. This helps to improve their knowledge and practice. One example of this is supporting children's learning of sounds and letters. The manager reflects upon the effectiveness of the nursery, using the views of staff, parents and children. This information is used well to target priorities. For example, a different planning system has been trialled to ensure staff fully support children to make good progress.

Quality of teaching, learning and assessment is good

Staff are very knowledgeable about the children. They spend time gathering vital information from parents. They engage, observe, comment on and extend children's learning through play. For example, younger children enjoy experiencing paint with their whole bodies. As they explore using all of their senses, staff talk about different colours, patterns and textures, using actions and words for the children to copy. While making play dough, children are encouraged to work out how many cups of flour there will be if one more is added. This helps to promote children's mathematical skills. Parents have daily discussions with staff and attend parents' evenings each term. These are some of the ways in which they are kept well informed about their children's learning and progress. Staff support parents to complement learning in the home. For example, they send the children's names on a piece of card, to practise their writing skills in readiness for school.

Personal development, behaviour and welfare are good

The manager has created a homely environment, with quiet spaces for children to relax and explore. There are stimulating displays and activities to capture their interest. Children use resources freely to support their play. For example, they pretend to be turtles using baskets on their back as a shell. Children concentrate as they use tools in paint to create their own marks and pictures. This fosters their own creativity. Children are able to try things for themselves. They persevere to put their shoes on and wash their hands in the bathroom thoroughly. This helps to foster their independence. Children are well supported when moving on to school. For example, staff take photographs of the teachers and provide uniform for the children to try on. This helps to develop children's emotional well-being and self-esteem. Children enjoy regular trips out of the setting. For example, they go to the local gym, park and lake. This helps to promote their physical well-being.

Outcomes for children are good

Children make good progress from their starting points in learning. Effective monitoring of individual development identifies areas where children need support or challenge. Children are confident and capable learners. They develop positive relationships and strong social skills, communicating clearly with others. They are well supported to develop key skills for their future.

Setting details

Unique reference number	EY481857
Local authority	Rochdale
Inspection number	990499
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 - 5
Total number of places	25
Number of children on roll	28
Name of registered person	The Home Corner
Registered person unique reference number	RP534007
Date of previous inspection	Not applicable
Telephone number	07769260251

The Home Corner was registered in 2014. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or 6, including the manager with early years professional status. The nursery opens from Monday to Friday for 48 weeks of the year. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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