

# Tinkerbell Private Nursery

William Street, Littleborough, Rochdale, OL15 8JP



<b>Inspection date</b>	10 October 2016
Previous inspection date	20 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The manager monitors the work of staff closely. She meets with them regularly to discuss aspects of their practice. Staff feel well supported in their role.
- Staff evaluate the quality of the nursery regularly. They consider the views of parents and children when planning future improvements.
- Staff assess children's progress and use their tracking to identify any gaps in children's learning. This helps staff to plan what children need to learn next. All children receive the support they need to make good progress.
- Parents value the service provided by the nursery. They feel reassured by the regular communication with staff about their child's care and learning.
- The effective key-person system helps children to settle quickly and helps to ensure their care needs are met consistently.
- Staff work closely with a range of other professionals to ensure that the needs of all children are well met.

### It is not yet outstanding because:

- Some daily routines are not as well organised as well as possible, as a result some children lose concentration and become distracted.
- Occasionally, some staff do not explain to older children why their behaviour is not appropriate in order to help develop their understanding of what good behaviour is.

## What the setting needs to do to improve further

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

- review and develop daily routines to ensure all times of the day are equally well organised and children are engaged in activities
- enhance older children's understanding of why some behaviours are not appropriate and further support them in managing their own behaviour.

### Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- 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 the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff can identify the signs of possible abuse and are clear what action they should take if they have concerns about a child's welfare. They understand who to contact in the event of an allegation being made. The lead staff for safeguarding attend training regularly and receive updates from the local authority. This information is shared with all staff to help ensure their knowledge remains up to date. The manager ensures that staff are deployed appropriately to maintain the correct adult-to-child ratios at all times. There is one member of staff in each room with a current first-aid qualification. This means that children are protected in the event of an accident and these are recorded. Staff complete daily checks of the environment. They identify any potential risks and take appropriate steps to ensure children remain safe and free from harm. Staff attend training regularly and share their knowledge with other staff in order to further develop practice.

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

Staff use information from parents about their child's interests, along with their knowledge of children's progress to plan activities. Younger children enjoy a range of sensory experiences. For example, with adult help they delight in exploring the smell and texture of shaving foam as they play. Older children are taught to recognise the first letter of their name and enjoy sharing stories. Staff talk with children as they play, asking questions to extend their learning further. They introduce new words to help build children's growing vocabulary. For example, staff introduce interesting words, such as reverse, to describe their backwards movement on a bike. Staff talk with parents about their observations of children's progress. They offer suggestions about what they can do to support their child's learning at home.

### Personal development, behaviour and welfare are good

Staff, generally provide a range of activities and enjoyable experiences which engages children and sustains their interests. Staff have a good knowledge of children's emotional and care needs. They are good role models and treat children with affection and respect. Overall, staff manage children's behaviour well through the use of praise. They implement plans to help children who require additional support to understand their feelings and responses. Staff inform parents of things their child has enjoyed on a daily basis. Children have daily opportunities to develop their large-muscle skills outdoors and benefit from regular outings in the local community. Children enjoy a range of healthy and nutritious meals and snacks. Good hygiene practices, including nappy changing, are in place.

### Outcomes for children are good

Children are curious and active learners. They are eager to try new experiences and test out their ideas. Younger children are supported to develop their understanding of words as they explore and play. Older children are taught to count and recognise numbers. Specialist language programmes are used effectively to help ensure all children develop the communication skills they need for their future learning. Children are prepared well to take the next steps in their development.

## Setting details

<b>Unique reference number</b>	316466
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1074497
<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>	1 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Tinkerbell Children's Day Nursery Ltd
<b>Registered person unique reference number</b>	RP535435
<b>Date of previous inspection</b>	20 June 2013
<b>Telephone number</b>	01706 377800

Tinkerbell Private Nursery was registered in 1989. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year around. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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