

# Go Wild Bury Day Nursery

5 Crompton Street, Bury, Lancashire, BL9 0AD



## Inspection date

Previous inspection date

24 October 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

- Partnerships with parents are good. Detailed information is shared before children start to help staff to plan for children's individual needs. Children settle well and form good relationships with key persons.
- Children's behaviour is generally good and any instances of unwanted behaviour are managed appropriately by staff. Children play co-operatively and learn to share and take turns.
- Children have good opportunities to make independent choices in their play. Staff observe children carefully and follow their interests well to plan for what they need to learn next. Assessments are regular and precise. Children make good progress.
- The manager is motivated and has a clear vision of what she wants to achieve. She uses self-evaluation effectively to help plan for and drive improvements throughout the nursery.

### It is not yet outstanding because:

- Some large group activities, particularly with babies and younger children, are not organised as well as possible to enable them to make the most from the learning experience.
- Systems to monitor staff's practice are not yet fully effective in raising the quality of teaching to the highest level.
- The manager is not yet effectively monitoring the good 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:

- review the organisation of large group activities particularly with babies and younger children to help support all children's individual learning styles and needs
- develop opportunities for staff to share best practice further and monitor the impact on raising the quality of teaching to an even higher level
- improve how the progress made by different groups of children is monitored so that any differences in attainment are identified and addressed.

### Inspection activities

- The inspector observed the quality of teaching, both indoors and outdoors, and assessed the impact on the children's learning.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the teacher.
- The inspector looked at policies and procedures and checked evidence of staff qualifications and suitability.
- The inspector took into account verbal and written views of parents during the inspection.

### Inspector

Nicola Hall

## 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 policies and procedures. Training in this area is kept up to date to help inform staff of new legislation. Overall, managers are committed to developing a consistent team of staff. They manage any changes in staffing and consistently review the organisation of the setting. Managers follow clear procedures for recruiting and induction. Risk assessments are in place to help ensure safe practice while the processes for vetting staff are completed. Further risk assessments are completed to help minimise any potential hazards, such as keeping corridors free from clutter. Parents report they are happy with the care and learning opportunities their children receive. They state they are fully informed about their children's progress.

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

Children have access to a range of good quality, interesting, stimulating toys and resources. Staff support children's thinking skills effectively. They use good questioning techniques to help engage with children during free play. Communication and language is supported well, especially for children who speak English as an additional language. Staff get down to children's level, provide a running commentary and use clear language. Older children thoroughly enjoy messy play. They develop their mathematical skills and learn what happens when they mix different colours. Staff use good mathematical language to help develop this further, such as heavy and light.

### Personal development, behaviour and welfare are good

Staff take time to observe children and use this information to help motivate and engage them. Staff use this information to plan exciting opportunities, including trips out to buy their own fish. This helps children feel valued and listened to. Children enjoy voting to name the fish and taking responsibility to look after it. Staff are respectful and responsive to the individual needs of children. They offer encouragement and praise throughout the day and discuss the rules each morning so that children have a good understanding of expectations. This helps support children's self-esteem and emotional well-being. Healthy lifestyles are supported well. Staff model good hygiene practices, such as washing their hands before serving food. Children enjoy playing outdoors. They practise their physical skills, such as pushing wheelbarrows and throwing balls to each other.

### Outcomes for children are good

All children make good progress, considering what they can already do when they first start. They are confident learners and enthusiastically choose to play with what interests them. For example, children build blocks to make tunnels for toy trains. They solve simple problems together and reorganise some bricks when the trains do not fit. Children enjoy each other's company and use their imaginations to develop ideas. They are prepared for what they need to learn next and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY491143
<b>Local authority</b>	Bury
<b>Inspection number</b>	1075555
<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 - 7
<b>Total number of places</b>	152
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Go Wild Bury Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP534734
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01617633490

Go Wild Bury Day Nursery was registered in 2015. The setting employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 and above, including one with early years teacher status. The setting opens all week from 7am until 7pm. The nursery provides funded early education for two-, three- and four year-old children. It supports children who speak English as an additional language.

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