

Cots & Tots Private Day Nursery

Shawclough Primary School, Thrum Hall Lane, Rochdale, Lancashire, OL12 6DE



Inspection date

21 November 2016

Previous inspection date

19 February 2016

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

- The practice of staff is not monitored robustly enough. This means that improvements are not always acted upon swiftly and, overall, the quality of teaching is variable.
- Children's well-being and individual needs are not always supported during routines.
- The manager is not using self-evaluation effectively to identify key priorities. She does not consistently use the views of parents to drive forward improvements in the setting.
- Staff occasionally miss opportunities to further develop children's independence skills.
- Staff do not always engage parents to contribute their own views of children's ongoing learning and assessment in the setting.

It has the following strengths

- There have been significant changes in the management and staffing arrangements of the nursery. The new manager has worked hard to raise staff expectations. She has supported them to work well together as a team.
- Children benefit from close relationships with staff and their peers. They settle well and are happy to play with each other. This helps to support their emotional well-being.
- The new manager has developed links with other professionals, for example, sharing information with teachers when children start to attend nursery and school. This helps to support continuity in their learning and promote positive outcomes for children.

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 systems for the supervision of staff practice and raise the quality of teaching to the highest standard overall. 14/12/2016

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

- review daily routines and ensure that all children's emotional well-being and individual needs are well met
- use the views of parents to help reflect further on the setting's strengths and weaknesses and identify and address new priorities that drive continual improvement
- make the most of opportunities that encourage children to develop their independence skills further
- develop ways to 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 two joint observations with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as staff supervisions, observations of staff practice, planning documents, children's assessment files and a range of policies and procedures.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management requires improvement

The supervision of staff is not effective in raising the overall quality of teaching. Nevertheless, most staff have appropriate childcare qualifications and attend regular professional development opportunities. The manager has worked with the local authority advisor to audit the provision and create a clear action plan. However, she does not consistently use the views of parents when reflecting on the overall strengths and weaknesses of the setting. The arrangements for safeguarding are effective. Staff show knowledge of child protection issues. They understand what action to take if they are concerned about the welfare of a child in their care. Daily checks of the environment help to reduce risks for children.

Quality of teaching, learning and assessment requires improvement

There are some missed opportunities to engage children in learning. One example of this is pre-school boys moving between activities without adult support to role model ideas. Nevertheless, some staff engage children well during play. For example, babies enjoy exploring the water, mixing-up bubbles and making them pop in their hands. Younger children talk about the different marks they make in paint while using a variety of tools. Children enjoy singing to music and copy movements staff make. This helps support their communication skills. Parents are kept informed about their child's progress through daily discussions and diaries. Staff hold parents' evenings and share information on individual learning plans with parents. However, they have not successfully engaged all parents to contribute their own ideas and comments to children's ongoing learning and assessments.

Personal development, behaviour and welfare require improvement

Staff occasionally miss opportunities to develop children's independence further. For example, they do not consistently have the chance to try to do things by themselves. Children behave well and follow the rules of the setting. Staff support children through care routines, for example, washing their hands and putting their coats on. Children enjoy playing outdoors daily and physical activities take account of their individual needs. For example, older children take part in a football session once a week and a separate area has been created for younger children who are less mobile. However, other routines, such as group time, do not always support children's well-being and individual needs effectively. For example, children often lose concentration and distract others from listening well. Children learn about different festivals and other cultures. This helps to develop their understanding of diversity.

Outcomes for children require improvement

The quality of teaching requires improvement, in order for children to make good, or better, progress. Some children are working within typical expectations for their age and some are working slightly below. Children who have special educational needs or disability make progress during their time at the setting. Children develop friendships and learn how to cooperate with others. They grow in confidence and develop their communication and language. They practise their early writing skills and learn about number, shape and measure. This helps them to develop some key skills in readiness for school.

Setting details

Unique reference number	316450
Local authority	Rochdale
Inspection number	1041124
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 - 3
Total number of places	50
Number of children on roll	40
Name of registered person	Philip Leigh
Registered person unique reference number	RP512292
Date of previous inspection	19 February 2016
Telephone number	01706 656 260

Cots & Tots Private Day Nursery was registered in 1994. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2, 3 or 6. The nursery opens Monday to Friday all year round, excluding bank holidays and a week at Christmas. Sessions are from 7.45am until 5.30pm. The nursery provides funded early education for three- and four-year-old children. The nursery also cares for children who have special educational needs or disability.

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