

Inspection date

14 December 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
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:

- Staff do not use the information from assessments effectively to plan activities. This means that the most able children are not challenged consistently and progress slows.
- Partnerships with health visitors and local schools are not well established. This limits staff's ability to have a full picture of children's development and to make sure that their own assessments are as accurate as they can be.
- Staff do not always complete documentation in a timely manner. This includes keeping a record of the time that children have left the nursery.
- The lack of doors in the pre-school bathroom means that children who may prefer to have some privacy are unable to do so.

It has the following strengths

- Partnerships with parents are good. Parents are delighted with the care shown towards their children and comment on the 'nice feel' of the nursery. They say it is 'like leaving them with family'.
- Children of all ages are happy and emotionally secure. They readily approach staff for cuddles and are confident around visitors.
- Children behave well and play happily alongside each other. They understand the need to share and do so with little encouragement.

What the setting needs to do to improve further

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

	Due Date
■ improve the quality of teaching so that challenging activities support all children to make the best possible progress	31/01/2017
■ develop partnerships with other professionals, such as health visitors and local schools, so they have the opportunity to share information and contribute to children's learning and development	31/01/2017
■ keep a daily record of children's hours of attendance.	30/12/2016

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

- ensure that pre-school children are able to have privacy when using the toilet.

Inspection activities

- Her Majesty's Inspector (HMI) held meetings with the registered provider and manager, and spoke to children, staff and parents at appropriate times during the inspection.
- HMI observed the quality of teaching and its impact on children's learning.
- HMI looked at a range of documentation including information about each child, records of the progress children have made and evidence on the suitability of any person who lives or works on the premises where childcare is provided.
- HMI viewed the premises and resources used by children.

Inspector

Kathryn Gethin: Her Majesty's; Inspector

Inspection findings

Effectiveness of the leadership and management requires improvement

Over the last few months managers have shown a commitment to improvement and have made several positive changes to the nursery. This has included: taking on new staff, deploying existing staff more effectively, staff having access to additional training and introducing new systems to support them. While regular observations of children's learning and development are made, these are not used well enough to plan challenging activities for each child. Safeguarding is effective. Managers and staff fully understand their responsibilities and have actively followed up on any concerns. Regular attendance is encouraged and non-attendance followed up. Partnership working with health visitors and schools is not well-established. This means that important information for children's learning and development is not readily available to support the accuracy of assessment.

Quality of teaching, learning and assessment requires improvement

Staff regularly observe and assess children and follow their interests. For example, they are aware that boys have a particular interest in trains and provide activities around this. However, staff do not build on the learning and development needs for individual children well enough. This means that there is not enough challenge for the most able children. Staff interact well with children; they ask questions and make children think about what they are learning. However, staff are not always quick enough to recognise when opportunities arise to extend children's learning. For example, when a child found the switch for the outdoor fairy lights and switched them on, staff simply removed the switch and placed it out of reach. The well-resourced outdoor area is used well. Children have great fun as they climb with confidence and speed up and down on trucks.

Personal development, behaviour and welfare require improvement

Children have very close relationships with staff. They throw their arms around them and have regular cuddles. Children of all ages behave well. They play well alongside each other and staff give gentle reminders about when it is someone else's turn. Children generally accept this with little fuss. They are aware of the need to follow a healthy diet and understand the need to drink water to stop them becoming dehydrated. Children learn about how others are different because they start with differences between themselves and others. For example, why some children wear glasses and others do not. Children develop their social skills well as they make regular visits to the local park and shops.

Outcomes for children require improvement

The learning and progress of the most able children is not as rapid as it could be. Nonetheless, children, including those who need more support, make at least typical progress. Children develop some skills that prepare them for their next stage of learning. They are confident, settle easily, develop early reading skills and are beginning to recognise their names. Staff do not always help children to further develop their independence skills. For example, while most children in the baby room need a spoon to feed themselves, others are more than able to do this and have been for some time.

Setting details

Unique reference number	EY482453
Local authority	Bury
Inspection number	1075165
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	52
Number of children on roll	56
Name of registered person	Swans Care And Education Ltd
Registered person unique reference number	RP534051
Date of previous inspection	Not applicable
Telephone number	01617988877

Swans Care and Education Nursery was registered in 2014 and is situated in Prestwich, Manchester. The nursery is open each weekday from 7.30am to 6pm. The nursery provides funded early education for children aged two, three and four years. The nursery employs 15 members of childcare staff. Of these, seven hold appropriate early years qualifications.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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