

Wendy's Private Nursery & Pre-School Group

Premier House, Longford Street, Heywood, Lancashire, OL10 4NH



Inspection date	11 January 2017
Previous inspection date	12 January 2016

	This inspection:	Good	2
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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 new manager is very pro-active and has been instrumental in bringing about positive change. She robustly reviews systems in place to ensure high standards are maintained.
- The staff team has worked hard to address the actions and recommendations for improvement raised at the last inspection. For example, actions taken to better support children's speech and language have been effective.
- The manager has robust systems in place for supervision and observation of staff's practice. These help to continually support and improve the quality of their teaching.
- Staff identify what children already know and can do when they first start at the setting. They use the information to plan activities that are well targeted to meet children's individual needs, supporting them to make good progress.
- Staff's relationships with the children are caring, fun and stimulating. Children behave well and listen carefully, following the golden rules eagerly, helping to effectively promote their personal, social and emotional well-being.

It is not yet outstanding because:

- Children who prefer to learn outside do not benefit from a wide a range of resources and experiences to help further support and extend their learning.
- The setting has not fully established strong partnerships with parents and other providers to further support children's learning.

What the setting needs to do to improve further

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

- enhance resources and experiences available to those children who prefer to learn outside that further support and extend their achievements
- strengthen partnerships with parents and other providers that support children's learning in the setting, at home and when starting school.

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 manager.
- The inspector held a meeting with the manager and the deputy manager. She looked at relevant documentation, such as staff's training and supervision records and children's assessment files. The inspector discussed the setting's self-evaluation.
- 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 is good

The manager has worked closely with the advisory teacher to target improvements through a detailed action plan. She uses the views of parents when reflecting on the effectiveness of the setting. For example, following feedback from parents, a wider variety of hot and cold healthy snacks is now offered. The management team quality checks the planning to monitor how well children's individual needs are being met. Staff follow recommendations from the special educational needs coordinator to ensure support is put in place where needed. Most staff hold an appropriate qualification. A targeted programme for professional development supports staff to further improve their knowledge and skills. The arrangements for safeguarding are effective. Staff show sound knowledge of child protection issues. They understand policies and procedures in place and are kept up to date with any changes. They complete regular checks of the environment to identify and remove any possible hazards to children.

Quality of teaching, learning and assessment is good

Staff interact with the children sensitively on their level. They ask questions and suggest ideas to support and extend their learning. For example, babies enjoy exploring the ice and sand using their senses. Staff ask how it feels and introduce new vocabulary, such as frozen. Young children use their imaginations while caring for the dolls. Staff show how to wash the babies and put their clothes on. Pre-school children listen carefully to try and identify the instrument hidden behind the staff member's back. This helps to promote children's listening, attention and communication skills effectively. Staff make regular observations of children's play and plan for activities that follow their interests, for example, using play dough and shredded cellophane to create a 'snowman'. Parents are kept well informed of their children's progress through daily discussions, parents' evenings and termly progress summaries.

Personal development, behaviour and welfare are good

Children are well supported to develop their independence skills. They attempt to fasten their own coats before going outside. They practise using utensils to serve their own food at mealtimes. They make their own choices in play and show good concentration during activities. For example, pre-school children squeeze paint onto foil and talk about the patterns and marks they have made. Young children pretend it is sleep time and gather their own blankets and cushions to create a bed. Children enjoy a range of healthy snacks. They learn about how to care for their teeth through a visit from the dentist, helping to promote their physical well-being.

Outcomes for children are good

Some children are working comfortably within the range of development typical for their age. All children make good progress during their time in the setting, including those who speak English as an additional language and those who have special educational needs or disabilities. Children grow in confidence and become independent learners. They learn to cooperate and develop friendships with others, helping promote key skills in preparation for their future and starting school.

Setting details

Unique reference number	316470
Local authority	Rochdale
Inspection number	1049089
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	71
Number of children on roll	55
Name of registered person	Alpha Six Limited
Registered person unique reference number	RP535178
Date of previous inspection	12 January 2016
Telephone number	01706 622 207

Wendy's Private Nursery & Pre-School Group was registered in 2000. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, except one week at Christmas. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children who have special educational needs or disabilities and children who speak English as an additional language.

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