

# The Shutters Village Day Nursery

Phoenix Street, Spotland, Rochdale, OL12 7DW



## Inspection date

8 May 2017

Previous inspection date

21 November 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
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 staff have a good knowledge of the early years foundation stage and know how to support children's learning through play. They have a comprehensive knowledge of the individual needs of children. The quality of teaching is good.
- There is an effective key person system in place and staff nurture children's care needs well. Staff encourage positive behaviour.
- Partnerships are in place, overall, with parents and a range of other professionals. These partnerships support consistency of care to children.
- Children who have special educational needs and/or disabilities are supported by caring staff who work hard to develop partnerships with a range of professionals. Children who speak English as an additional language are supported through a range of helpful strategies.
- The management team and staff are reflective about the service they provide for children and families. They have worked hard since the last inspection to address areas of weakness and are committed to continually improving their service.

### It is not yet outstanding because:

- Sometimes, expectations are not always clearly communicated to children to help them to understand and be prepared for what they need to do next.
- Information gained from parents on entry to the nursery does not always include detailed information about what children already know and can do.

## What the setting needs to do to improve further

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

- help children understand routines and changes in activities that help them prepare for what they need to do next
- develop ways to gather information from parents about children's individual stage of development and learning on entry.

### 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 spoke with the management team, staff, a local authority advisor and children during the inspection.
- The inspector completed two joint observations of teaching with the nursery manager.
- The inspector held a meeting with the provider and nursery manager. She looked at relevant documentation, such as children's development files, policies and procedures, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the appropriate authorities to contact if they have concerns about a child's welfare. The management team and staff work well as a team and have made considerable progress since the last inspection. They are committed to attending further training. Staff knowledge is developed through attending a range of training events, supervision meetings, regular staff meetings and working with advisors from the local authority. The management team have a clear vision of areas they would like to improve in the future. The manager monitors children's progress and works with staff to identify gaps in children's learning. A range of strategies are then implemented. For example, staff have recently attended training in supporting children's communication and language skills further. Teachers are invited into the nursery so that staff can share information about children's developmental stage. This supports children to prepare for the next stage in their learning as they leave for school.

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

The quality of teaching is good. Staff complete regular observations of children as they play and assess their needs well. Staff have a deep understanding of children's next steps in learning and plan activities which directly support children in building new skills. For example, babies enjoy sensory play, toddlers enjoy making their own playdough and pre-school children enjoy searching for pirate treasure using magnifying glasses and maps. Targeted strategies are used to support children's learning. Parents contribute to children's learning, generally, through daily verbal communication and attending parents' evenings.

### Personal development, behaviour and welfare are good

The nursery has a calm and friendly feel and children are warmly welcomed by staff. An effective key-person system is in place and staff understand the unique individual needs of all children. Staff are positive role models, they join in children's play, show them how to use resources and reshape their learning through offering ideas. Children learn about the importance of healthy lifestyles. For example, they eat healthily and have regular access to the outdoor area throughout the day. Children have the opportunity to learn about the wider world. For example, they visit the post office to post letters, visit the local café to watch how food is prepared and enjoy celebrating different events throughout the year.

### Outcomes for children are good

All children are progressing well in their learning and development. Children access a range of activities that support their natural interests and challenge their thinking. Children are active and confident learners and independently initiate their own play. All children are prepared with the key skills they need for the next stage in their learning, including starting school.

## Setting details

<b>Unique reference number</b>	316465
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1079543
<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 - 5
<b>Total number of places</b>	54
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Marie Louise Sigsworth & Zoe Louise England Partnership
<b>Registered person unique reference number</b>	RP519540
<b>Date of previous inspection</b>	21 November 2016
<b>Telephone number</b>	01706 357 007

The Shutters Village Day Nursery was registered in 2000. The nursery employs 13 members of childcare staff. Of these, 11 hold an appropriate early years qualification at level 3 and above. The nursery opens from Monday to Friday, all year round, with the exception of a week at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children who have special educational needs and/or disabilities.

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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