

The Bungalow Day Nursery Ltd

132a Ashton Road, Denton, MANCHESTER, M34 3HR



Inspection date

26 June 2017

Previous inspection date

10 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers reflect on practice and use evaluations to help identify strengths and weaknesses of the nursery. They develop plans to help drive forward improvements.
- Staff accurately observe and assess children's good progress. They plan a range of interesting opportunities, building on children's interests, needs and individual stages of development.
- Children's transition from one room to another is managed well. Staff support children to settle and become familiar with their new environments. This helps to build children's confidence in managing change and prepares them well for their eventual move to school.
- Partnerships between parents and staff are strong. A range of information about children is exchanged on a regular basis. Staff provide learning bags that help to increase parents' understanding of how to support their child at home.

It is not yet outstanding because:

- Managers do not make the very best use of the processes and systems in place for coaching staff to help raise the quality of teaching practice to a higher level.
- Staff have not established highly effective links with other settings that children also attend to help provide consistency in their learning and development.
- Staff do not use enough opportunities to broaden children's good understanding of the wider world, particularly in relation to different people and their cultures.

What the setting needs to do to improve further

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

- strengthen the arrangements for monitoring and coaching staff and further raise the quality of teaching to an even higher level
- develop more effective links with other settings that children also attend and provide a consistent shared approach to supporting children's learning and development
- broaden the range of opportunities for children to learn about other people and their cultures and increase their good knowledge of the wider world.

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 staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, including policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Nicola Hall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider ensures that recruitment procedures are rigorous. Staff are knowledgeable about the signs and symptoms of abuse. They understand how to report any concerns they may have about a child or any allegations made against staff. Managers review the training needs of the well-qualified staff team and ensure that they access relevant training. For example, the newly appointed manager and deputy undertake leadership qualifications. The managers track children's progress on a regular basis and use this information to develop plans to support what children need to learn next. Partnerships with outside agencies, such as speech and language therapists, help staff to support children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff promote children's communication and language skills well. Babies thoroughly enjoy sharing books and choose their favourites. They point and mimic sounds that they recognise are part of the story. Staff use clear words and repeat familiar phrases to help to encourage the speech development of babies. Older children play games and build on their listening skills. Staff promote children to develop their mathematical skills. For instance, they ask children to count the number of skittles they can see when playing games outside. Children name different vegetables that are the colour green. Staff ask questions to help foster children's thinking skills, such as, 'Where does fruit grow?' Children confidently explain that fruit needs sunshine and water and it grows on trees.

Personal development, behaviour and welfare are good

Children and babies develop close relationships with their key persons and form secure attachments. Staff are responsive to children's individual needs. This supports their self-esteem as well as their emotional well-being. Staff use consistent strategies to promote positive behaviour and children behave well. Babies develop their physical skills and enjoy practising walking with their key-person's encouragement and support. Young children use their fingers to draw lines in sand. This helps to develop both their physical and early writing skills. Children enjoy the nutritious meals provided by staff and practise good hygiene routines, such as washing germs off their hands before eating.

Outcomes for children are good

Children are happy and enjoy their time at the nursery. They independently choose from the range of opportunities and resources to develop their interests. Children ask lots of questions and are curious about new people and what they are doing. They are interested in learning and spend a long period of time engaged in one activity, such as water play. Children help each other and take turns, such as when playing with farm animals. All children make progress and gain the key skills in readiness for school.

Setting details

Unique reference number	EY392322
Local authority	Tameside
Inspection number	1093835
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 - 4
Total number of places	45
Number of children on roll	61
Name of registered person	Bungalow Day Nursery Ltd
Registered person unique reference number	RP908097
Date of previous inspection	10 April 2015
Telephone number	0161 335 0484

The Bungalow Day Nursery Ltd registered in 2009. The nursery is open each weekday, from 7.30am to 6pm, for 51 weeks of the year. There are 11 members of staff. Of these, one holds a recognised early years qualification at level 4 and eight at level 3. The owner holds early years professional status. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs and/or disabilities.

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