

Hawarden House Private Day Nursery

22 Bury and Rochdale Old Road, Bury, Lancashire, BL9 7TZ



Inspection date

25 July 2017

Previous inspection date

21 May 2014

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

- All staff have an effective understanding of the early years foundation stage and support children as they acquire new skills. The quality of teaching is high and children make good progress from their individual starting points.
- Staff are extremely positive role models and children have built strong attachments with their key person. Staff are very caring and nurture children's needs well. Children are confident, happy and settled.
- Meaningful partnerships are in place with parents and a range of professionals to support children's individual needs. Parents are very complimentary about the care their children receive and are happy with their children's learning and development.
- Staff plan a range of exciting activities which support children's natural interests. Staff use a range of positive behaviour strategies and children listen carefully to staff as they begin to understand boundaries. Children's behaviour is good.
- The management team and staff work extremely closely and share the same vision for the nursery. They regularly evaluate the service they provide.

It is not yet outstanding because:

- Staff do not provide enough opportunities for children to independently think things through and then discuss their own ideas.
- Information gained from parents on entry to the nursery does not 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:

- provide children with further learning opportunities that will support them to develop their own thoughts and communicate their own ideas
- develop further ways to gather information from parents, particularly as children start at the nursery, about children's individual stage of development and learning so that this information can be used to improve the accuracy of initial assessment.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and assessed the impact this has on children's learning.
- The inspector spoke with staff, parents, children, the manager and the provider during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, evidence of the suitability of staff and processes for evaluating 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 they must contact if they have concerns about a child's welfare. The management team support staff's continued professional development through practices such as training events, teaching observations and supervision meetings. The management team work directly alongside staff which enables a consistent level of mentoring and support. The manager monitors the progress of all children to identify any gaps in children's learning. Strategies are then used to ensure gaps are quickly addressed. Partnerships with local schools are good. For instance, teachers are invited into the nursery to speak with staff as children get ready to move on to school.

Quality of teaching, learning and assessment is good

Staff regularly observe children as they play, to monitor their progress and identify their development stage. Activities are offered in different ways to support the development of all children. For example, babies giggle with delight as they take part in a song and rhyme session, while older children, having built up their confidence, sing by themselves in front of other children. Activities are well planned and engage children in learning. For example, children enjoy mark making outside using large chinks and buckets of water. Staff training directly impacts on the quality of learning. For example, staff have attended training in mathematics which supports children as they consider different shapes as they make jigsaws. Parent partnerships are good and information is regularly exchanged, such as through daily discussion and parents' evenings.

Personal development, behaviour and welfare are good

The nursery has a warm and homely environment with staff who nurture children's learning and emotional well-being extremely well. Staff are knowledgeable on the needs of children in their care and place children at the heart of everything they do. Children have formed warm attachments with staff and enjoy inviting them into their play. For example, children enjoy helping staff to make dens outside and then ask them to join in their play. Staff model good manners and encourage children to share resources and take turns. Staff praise children consistently and offer rewards. For example, children are invited to help set the table for lunch as they have listened carefully during the morning. Children learn about healthy lifestyles, for example through accessing outdoor play and eating a range of healthy home-cooked meals. Children begin to consider the wider world as they celebrate festivals from other cultures.

Outcomes for children are good

Children are motivated and confident learners who are able to express their needs, engage with others and initiate their own play. They are supported to make choices, consider the needs of others, use good manners and build their independence skills. Children are well prepared with the skills they need for future learning, including the move to school.

Setting details

Unique reference number	316456
Local authority	Rochdale
Inspection number	1087790
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 - 5
Total number of places	30
Number of children on roll	28
Name of registered person	Hawarden House Limited
Registered person unique reference number	RP524612
Date of previous inspection	21 May 2014
Telephone number	01706 369 697

Hawarden House Private Day Nursery was registered in 1990. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, for 50 weeks of the year, from 8am until 6pm. The nursery provides funded early years education for children aged two, three and four years.

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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