

Rosebridge Private Day Nursery

11 Holt Street, Wigan, WN1 3HD



Inspection date 22 September 2017
Previous inspection date 22 March 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children experience an adequate range of activities which appeals to their interests. However, when adults are working directly with children not enough attention is given to identifying the next steps in their learning.
- There have been many staff changes since the previous inspection. Some staff do not know babies well enough and do not act on information provided by parents. As a result, the care needs of babies are not consistently met.
- Staff have accessed some training to help them develop their roles, which has a positive impact on their practice. However, some staff do not fully understand how to deliver all areas of the early years foundation stage, in order to widen children's learning experiences at the nursery.

It has the following strengths

- Parents receive regular feedback on their children's progress and they are happy with the care provided.
- The leadership team has made significant progress since the previous inspection. They have embraced the support of the local authority to improve the quality of their practice and address weaknesses. They have a clear action plan to improve further and move forward.
- Staff are good role models for children. They provide clear and consistent boundaries to help children to develop their understanding of right and wrong. As a result, children's behaviour is good.

What the setting needs to do to improve further

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

	Due Date
■ ensure that children make good progress, by using the information gained from observations of children as they play, to plan a wide range of activities and experiences to help them learn and develop across all areas of learning	24/11/2017
■ strengthen the key person system so that babies are consistently cared for by a familiar adult who is able to meet their individual needs.	24/11/2017

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

- improve the quality of practice, for example, by identifying additional training needs to further enhance outcomes for children.

Inspection activities

- The inspector observed the quality of teaching both indoors and outside, and assessed the impact this has on children's learning.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled relevant documentation, such as policies, procedures, children's development records and assessments.
- The inspector discussed the self-evaluation of the nursery with leaders.
- The inspector held discussions with staff and children at appropriate times during the inspection.

Inspector

Maxine Allmark

Inspection findings

Effectiveness of the leadership and management requires improvement

The leadership team has made significant improvements since the previous inspection. There is a clear and realistic vision of how to take the nursery forward and improve further. However, the high staff turnover has had some impact on outcomes for children. The staff team is not yet fully established. As a result, some staff are not fully confident with regards to their roles and responsibilities within the nursery. For example, staff do not always pass on information to babies' key persons. As a result, the care needs of babies are not consistently met. All staff working with children are suitable to do so. They have a clear understanding of safeguarding procedures. Furthermore, all required documentation is in place and of a good standard. Safeguarding is effective.

Quality of teaching, learning and assessment requires improvement

Staff are attentive to children and have effective strategies in place to engage them in daily routines. For example, as children take part in a story time session, each child has a toy car to represent the car in the story. This enables children to feel included and enjoy their time in the nursery. Leaders seek specialist support from external agencies to meet the needs of children with developmental delay. As a result, these children are making appropriate progress, given their starting points. When children start at the nursery, staff gather information from parents on what children can do, their likes and dislikes. Staff track the progress of individual children and identify where to target support. However, staff do not effectively plan activities to progress children in all areas of their learning. As a result, not all children are making the progress they are capable of.

Personal development, behaviour and welfare are good

Children receive lots of praise and encouragement from staff, which helps them to feel good about themselves. Children are well behaved. They negotiate with each other well and take turns in activities. For example, children take turns rolling coloured balls down pipes and collecting them at the other end. Staff gently guide less able children and show them the technique. As a result, all children are fully included in activities. Children have regular access to fresh air and exercise. Staff engage them in a variety of fun and active games, which promotes their physical development. Children's understanding of a healthy lifestyle is well promoted. They talk about the vegetables they eat and why they are good for them. The established routines help all children, including babies, develop an awareness of healthy lifestyles. For example, babies eagerly point to their toothbrushes before lunchtime so they can brush their teeth. Parents talk positively about the staff and the relationships staff have with their children.

Outcomes for children require improvement

The progress of children is improving. However, the weaknesses in teaching mean that not all children are making consistently good progress. Children are eager, independent learners and have good social and self-help skills. The leadership team has developed links with local schools to ensure smooth transitions. As a result, children are generally well prepared for school.

Setting details

Unique reference number	EY500658
Local authority	Wigan
Inspection number	1100121
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	11 - 34
Total number of places	30
Number of children on roll	21
Name of registered person	Rosebridge Private Day Nursery Ltd
Registered person unique reference number	RP906479
Date of previous inspection	22 March 2017
Telephone number	01942824161

Rosebridge Private Day Nursery was registered in 2016. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round with sessions from 7am until 6pm. The nursery currently funds early education for two – , three – and four-year-old children.

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