

Quadrant House Private Day Nursery

2 Reynard Street, HYDE, Cheshire, SK14 2HW



Inspection date

22 November 2017

Previous inspection date

8 April 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

- Leaders and managers are strongly committed to continuous professional development and staff use their knowledge well to teach children.
- Children are very well supported in their emotional development. Staff quickly get to know the children well and sensitively support them in managing their feelings. Staff are very good role models.
- Partnerships with parents are strong. Parents feel very well supported and value the advice and guidance staff provide to help them promote their child's well-being, learning and development at home.
- The nursery works well together with other professionals, such as speech and language therapists, to support children's care and learning. This ensures that all children, including those who have special educational needs and/or disabilities, are helped to catch up and make the best possible progress.
- Staff work hard to promote children's communication and language skills. Activities and experiences include lots of conversations between adults and children. Strategies are devised to ensure staff concentrate on those children who need the most support.

It is not yet outstanding because:

- Self-evaluation is not yet fully developed to help leaders identify the key issues which need to be addressed to make the most effective changes.
- On occasions, staff do not make the most of planned activities to support children to practise important skills, such as writing and counting.

What the setting needs to do to improve further

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

- build on the already good teaching practice by ensuring that all opportunities for children to practise important skills are realised
- develop the process of self-evaluation to identify what changes will have most impact on children's learning and development.

Inspection activities

- The inspector spoke to staff, children and parents and took account of their views.
- The inspector observed the quality of teaching in all age groups during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector reviewed relevant documentation, including evidence of children's progress records, the setting's action plan, training certificates and staff's suitability checks.
- The provider and the manager were involved in discussions at several intervals during the inspection.
- The inspector completed a joint observation with one of the managers.

Inspector

Clare-Louise Bailey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff receive regular training and have ongoing professional discussions. These equip them with the knowledge necessary to ensure children are well protected. Staff are always looking for how they can improve their practice. For example, they share ideas on how the room layouts could be changed to promote children's learning even further. Leaders complete action plans identifying changes they wish to make. Daily checks of the environment inside and outside are conducted to ensure it remains a safe place for children to play. The provider has good systems in place for responding to and investigating any complaints or concerns the setting receives.

Quality of teaching, learning and assessment is good

The processes for checking children's progress are robust. There are regular, useful observations of what children know and can do. These mean that practitioners can quickly identify what children need to do next to take them forward in their learning. Staff expertly plan interesting activities and experiences based on what they know about the children. Staff interact well with children and show a real interest in what they are doing. Consequently, staff are happily invited by children to join in with their play and do so with great energy and enthusiasm. For example, staff sit happily in the sand as they play alongside children. One young child selects puppets to play with and a member of staff asks the child if he knows how many he has on his fingers. The child confidently points and counts the puppets.

Personal development, behaviour and welfare are good

The setting is welcoming to new families. Children settle quickly and are happy to separate from their parents. Staff work collaboratively with parents to celebrate children's achievements. They display 'wow' moments which parents have shared in relation to new skills developed at home, promoting children's self-esteem. Behaviour is very good. Staff model this well. They speak gently and sensitively to children when managing their behaviour. Staff put detailed plans in place for those who need additional support with their behaviour and learning. Children get along with their peers and speak politely to adults. Children have daily opportunities for outdoor play and physical exercise, such as riding on tricycles and digging with large spades. They also enjoy the healthy food on offer, including platters of fresh fruit, which children learn are good for their bodies.

Outcomes for children are good

Children make good progress compared to when they started at the nursery. They are active learners, confident to make decisions about what they want to play with. Children have opportunities to choose from a range of good-quality resources and equipment and share this well with each other. Children are developing good self-esteem. They seek out staff to proudly show them their colourful, creative painting. Children are well supported to move on to the next stage in their learning, including school.

Setting details

Unique reference number	EY463834
Local authority	Tameside
Inspection number	1088155
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	42
Number of children on roll	42
Name of registered person	Quadrant House Private Day Nursery
Registered person unique reference number	RP903276
Date of previous inspection	8 April 2014
Telephone number	0161 222 3455

Quadrant House Private Day Nursery was registered in 2013. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday for 51 weeks of the year, except for bank holidays and a week at Christmas. Sessions are from 7am until 7pm. It offers wrap-around care to children who attend the local primary school. The nursery provides funded early education for two-, three- and four-year-old children.

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