

# Hobblewobbles Private Day Care Ltd

16 Rochdale Road, Shaw, OLDHAM, OL2 8AD



## Inspection date

5 February 2018

Previous inspection date

6 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 senior leadership team of the nursery is strong. Staff morale is high and the manager has worked relentlessly since the last inspection to bring about change.
- The dedicated manager has set a high precedence to staff, children and parents alike. She has cultivated an ethos where only the best is good enough and has successfully embedded robust monitoring systems. This has resulted in the quality of teaching, learning and assessment improving at a rapid rate.
- Staff teach children very well about the importance of respect, tolerance and acceptance. Children articulately discuss the structure of different families and confidently talk about what makes them special. Children are well-rounded individuals who have a deep understanding of the diverse community in which they live.
- Staff are skilled in promoting children's large-muscle development and provide children with an exciting array of opportunities to be physically active.
- Partnership working is strong. Links with the local authority and external childcare professionals are good. Parents receive comprehensive information packs about the nursery and are kept well informed of their children's developmental progress.
- The manager has an open-door policy for parents and staff. She has robust systems in place for dealing with complaints and these are investigated and evaluated with rigour.

### It is not yet outstanding because:

- Staff and children's views do not inform the nursery's self-evaluation process.
- There are times when staff do not use the correct vocabulary when talking to children.

## **What the setting needs to do to improve further**

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

- strengthen systems to seek the views of staff and children to inform and enhance the self-evaluation process
- demonstrate to children how to consistently pronounce words correctly.

### **Inspection activities**

- The inspector viewed all areas accessed by children, and observed play and learning opportunities.
- The inspector carried out an interview with the management team and looked at and discussed a range of policies and procedures.
- The inspector carried out a joint observation with the manager and spoke to staff members in the setting.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children, and the provider's self-evaluation and improvement plan.

### **Inspector**

Luke Thomas Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. A robust safeguarding policy is in place and is understood by all staff. The manager has cascaded her knowledge of recent child protection training to her staff team, which has resulted in them having a good understanding of the possible signs and indicators of abuse and neglect. All areas of the nursery premises are safe, secure and fit for purpose. Robust risk assessments are in place and staff supervise children with great vigilance. The manager has a good understanding of the Data Protection Act 1998 and understands her legal duties to ensure she complies with the safe handling of personal information, data and records. Robust recruitment and vetting procedures are in place and all staff have undergone stringent suitability checks. Overall, improvement plans are sharply focused. The manager provides staff with perceptive support, guidance and coaching during supervision sessions and appraisal meetings. Staff receive a good professional development programme, which has a positive impact on outcomes for children. For example, a course around the development of babies has equipped staff with a good knowledge of how to promote and challenge early sensory development through music, movement and play.

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

Good teaching, robust monitoring and personalised learning experiences enable all children to make good progress. Staff have a secure understanding of child development and use effective teaching strategies to keep children interested and motivated to learn. Observation, assessment and planning arrangements are good. Staff skilfully observe children and effectively use this information to plan exciting first-hand experiences. They track the progress children make with great rigour and are adept at putting timely interventions in place to diminish the difference in learning. Children who speak English as an additional language are supported very well and make good gains towards the early learning goals. Staff provide innovative ways to support their emerging language development and liaise with external professionals to ensure interventions are effective.

### Personal development, behaviour and welfare are good

Care practices are good. Staff are loving, caring and attentive towards children and support their emotional and physical well-being very well. Children are self-confident, self-motivated and resilient individuals. They behave very well and show genuine affection towards one another. Staff provide children with good opportunities to learn about healthy living and are provided with wholesome, healthy and nutritious foods.

### Outcomes for children are good

Children are polite, courteous and highly inquisitive individuals who are well prepared for their eventual move on to school. They share toys, follow rules and tend to their physical needs. Younger children delight in exploring custard and become fascinated while singing. Older children become enthralled while discussing capacity and excitedly complete puzzles. They write their names and skilfully count and measure objects.

## Setting details

<b>Unique reference number</b>	EY392825
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1122677
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	69
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Hobblewobbles Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP907504
<b>Date of previous inspection</b>	6 November 2017
<b>Telephone number</b>	01706 848 252

Hobblewobbles Private Day Care Ltd registered in 2009. The nursery employs 13 members of childcare staff. Of these, 12 members of staff hold an appropriate early years qualification at level 3 or above. One member of staff is unqualified. The nursery opens Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early years education for two-, three- and four-year-old children.

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