

# Rosebridge Private Day Nursery

11 Holt Street, Wigan, WN1 3HD



<b>Inspection date</b>	7 March 2018
Previous inspection date	22 September 2017

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- Changes to management have slowed the pace of improvement since the previous inspection. Methods of managing the performance of staff are not thorough enough for staff to know exactly what they need to do to develop their skills further.
- Staff turnover has an impact on the quality of teaching and learning. While effective systems have been put in place to observe and assess children's development, they are not yet fully embedded. Planned activities lack challenge in the pre-school room. Consequently, some children do not make good progress in all areas of learning.
- Children in the pre-school room are not encouraged to become deeply involved in their play or to develop the concentration skills to fully prepare them for school.
- Children who speak English as an additional language are not encouraged to share their unique culture or to use and develop their home language in a playful way.

### It has the following strengths

- Babies' emotional and learning needs are met well. Staff provide interesting resources for babies to explore. They sing songs and talk to babies as they play. They cuddle babies as they have a bottle and when they wake up from a sleep.
- Partnerships with health professionals and other agencies are effective. Children and families who need additional support receive the help and guidance they need.
- The new acting manager monitors children's safety and well-being effectively. For example, children's attendance and any accidents are closely scrutinised.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ improve methods of managing the performance of staff to develop consistently strong teaching skills which help all children to make good progress in their learning	31/05/2018
■ use the information gained from observations and assessment more effectively to plan challenging and purposeful play for each child, responding to their individual needs, interests and stage of development.	31/05/2018

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

- provide opportunities for pre-school children to become more deeply involved in their play, helping them to develop concentration
- develop ways for children who speak English as an additional language to share their unique culture and to continue to use their home language in a playful way.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector had a tour of the premises and spoke with the provider, staff and children during the inspection.
- The inspector completed a joint observation with the acting manager.
- The inspector held meetings with the acting manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Val Aspinall

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Recent changes to the management have hindered the pace of improvement since the last inspection. The new acting manager is keen to develop her leadership skills through ongoing training. She has reviewed and improved the environment with staff and knows how she would like to develop it further. However, staff performance is not monitored robustly. Staff do not always engage pre-school children in challenging activities to help them make good progress. Small-group times are not effectively managed. Children lose focus or are easily distracted. While the learning and development requirements are not fully met, additional training for staff has improved the quality of care for babies. Safeguarding is effective. Staff know how to recognise and refer children whose safety and well-being is a cause for concern. Partnerships with parents are positive. Staff share information about what children have been doing in various ways. Parents say their children are happy, settled and enjoy coming to nursery.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching varies. Staff in the baby room are qualified and have attended additional training to help them more effectively meet babies' needs. Staff assess what babies can do on entry in conjunction with their parents. They know babies next steps in learning and provide a range of activities to support them. For example, babies delight in trying to catch bubbles. They explore the sounds that different musical instruments make. Teaching in the pre-school room is inconsistent. Some staff model mathematical language, such as counting or help children to identify shapes. However, planned activities are not well matched to what children need to learn next. Children sometimes wander between activities, or struggle to concentrate during listening activities.

### **Personal development, behaviour and welfare require improvement**

All children develop warm relationships with staff. Staff know children's family situations and talk to children about their home life. Information about children's care routines is exchanged with parents. However, children who speak English as an additional language are not encouraged to continue to develop their home language, or to celebrate their unique culture. Children enjoy tasty, nutritious meals and snacks, and are encouraged to quench their thirst with drinks. They play outside in the fresh air. Children learn to manage some of their self-care needs, such as washing their hands before meals. However, staff do not always take opportunities to challenge children to develop high levels of independence. Children behave well, they listen when staff gently remind them to play safely.

### **Outcomes for children require improvement**

While overall children's progress is not good enough, children show confidence and curiosity and approach visitors with interest. They are friendly and enjoy playing with each other. Children are keen to explore, and they develop some of the skills required for their future learning. They are adequately prepared for the move on to school.

## Setting details

<b>Unique reference number</b>	EY500658
<b>Local authority</b>	Wigan
<b>Inspection number</b>	1114757
<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 - 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Rosebridge Private Day Nursery Ltd
<b>Registered person unique reference number</b>	RP906479
<b>Date of previous inspection</b>	22 September 2017
<b>Telephone number</b>	01942824161

Rosebridge Private Day Nursery registered in 2016. The nursery employs six 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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