

# Old Crofts Bank Day Nursery



Old Crofts Bank Day Nursery, 14 Old Crofts Bank, Urmston, Manchester, M41 7AA

## Inspection date

9 April 2018

Previous inspection date

25 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
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 longstanding, experienced and committed staff team is caring and nurturing with all children. Children build strong relationships with staff. All children are happy, settled and show that they feel safe and secure.
- The management team is ambitious and has a clear vision for the future of the nursery. It regularly reflects on practice and implements positive changes. For example, recent changes to the way that staff monitor children's progress have enabled staff to gain a greater understanding of what children need to learn next.
- Staff consider children's interests when planning activities. They provide a range of experiences and opportunities indoors and outside that children enjoy. All children make good rates of progress across all areas of development.
- Children's behaviour is excellent across all ages. They are confident and self-assured. Older children have a very good understanding of how to make compromises with their peers. Children are polite and adhere to the simple rules and boundaries in place.
- Staff encourage children to gain independence in a range of ways from a young age.

### It is not yet outstanding because:

- Although the staff team is well qualified, opportunities for its ongoing professional development are not always focused or targeted to help raise the quality of teaching to an outstanding level.
- Parents are kept well informed of children's progress. However, systems to support parents to continue children's learning at home are not yet fully established.

## What the setting needs to do to improve further

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

- enhance the programme of professional development for all staff to help raise the quality of teaching even further
- provide parents with strategies to support them to extend children's learning at home and help them make even greater progress.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated it with the manager.
- The inspector held a meeting with the provider, the manager and the deputy manager. She checked a range of documents and reviewed evidence of the suitability of staff working on the premises.
- The inspector held discussions with staff at appropriate times during the inspection.
- The inspector spoke to parents and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Staff attend supervision sessions with managers and, on the whole, their performance is monitored well. Safeguarding is effective. Staff have a good understanding of child protection issues. They are vigilant and provide a safe and secure environment. This helps to promote children's safety and welfare. Recruitment procedures are good and staff's ongoing suitability is checked. Staff are well deployed in accordance with their qualifications and ratios are maintained at all times. The management team oversees staff's assessments of children's learning and it has systems in place to help identify any gaps. These help it to provide timely interventions if and when required.

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

Staff offer all children the opportunity to access fresh air and physical exercise each day. Outside, children carefully walk along beams, build towers and structures with large toy bricks and play games, such as rolling balls to knock down skittles. This helps children to develop their balance and coordination and to strengthen their large muscles. Staff engage older children in learning about nature and the world around them. Children observe caterpillars in their cocoons and excitedly predict what might happen next. Staff introduce words, such as 'metamorphoses'. This helps to extend children's vocabulary. Staff working with younger children engage them in singing rhymes. Children join in with the actions and sing along to familiar parts. Staff use their fingers to represent numbers. This helps children to develop their communication and supports early mathematical understanding. Staff working with one-year-old children add children's photographs into books. Children delight at seeing themselves. This helps to capture children's interests and has a positive impact on their concentration and level of engagement at story time.

### Personal development, behaviour and welfare are good

Staff work with parents from the start to gather a wealth of useful information. For example, staff have a good understanding of children's care routines, interests, likes and dislikes. This helps staff plan individual care routines for younger children to match those from home and support children's physical and emotional well-being. Children have good levels of self-esteem. Very young children respond well to the praise they receive. For example, when they roll a ball to their peer, they smile at staff and join in clapping their achievement. This helps young children to understand sharing and turn taking which contributes to their developing social skills.

### Outcomes for children are good

Younger children are good communicators. They watch staff as they model words and gestures and copy what they hear and see. Two-year-old children are self-motivated and persevere. For example, they concentrate as they fix the small pieces of a train track together and are not easily distracted. Older children are well prepared for their move to school. They demonstrate good early literacy skills. For example, they have good pencil control and can form and recognise some letters, such as the letters in their names.

## Setting details

<b>Unique reference number</b>	310377
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1103586
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	79
<b>Number of children on roll</b>	124
<b>Name of registered person</b>	Old Croft Bank Day Nursery Limited
<b>Registered person unique reference number</b>	RP527639
<b>Date of previous inspection</b>	25 November 2014
<b>Telephone number</b>	0161 748 7767

Old Crofts Bank Day Nursery registered in 1997. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 4, 11 at level 3 and three at level 2. The nursery opens Monday to Friday, all year round, except two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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