

Horwich Day Nursery

Annex Building, Church Street, Horwich, Bolton, BL6 6AA



Inspection date	14 June 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 management team is ambitious and has high expectations for the nursery. Self-evaluation practices are good. The management team works effectively together and seeks feedback from children, staff and parents to plan improvements to the setting.
- The quality of teaching is good. Staff use a range of effective teaching skills to help children make good progress. They know when to step in and support children's learning and when to let them explore and investigate on their own.
- Children who have special educational needs (SEN) and/or disabilities are monitored closely and are fully included and receive targeted support to help them to progress.
- Children are sociable and enjoy playing alongside one another during games. Staff are good role models and provide consistent messages to children. Children have respectful behaviour towards each other and adults. For example, they are very patient and encouraging of other children as they wait their turn during creative activities.
- Children of all ages form happy and secure bonds with a key person. Children are supported well as they gently settle into the nursery.

It is not yet outstanding because:

- Staff do not consistently make the best use of their knowledge and observations of children to help plan activities meticulously to match individual children's interests and promote their learning even more rapidly.
- The new system for coaching and supervision of staff is not sharply focused to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- make the most of what is known about individual children's interests to plan precisely so specific areas of development can be targeted for really rapid progress
- embed the new system for coaching and supervision of staff performance and help raise the quality of teaching to the highest level.

Inspection activities

- The inspector observed the interactions between staff and children during activities indoors and outdoors.
- The inspector carried out a joint observation with the new manager.
- The inspector held a meeting with the managers and spoke with staff and children.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector checked the evidence of the suitability of the staff, confirmation of staff training and qualifications, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.

Inspector

Linda Shore

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their roles and responsibilities in keeping children safe, including wider safeguarding issues. They know how to identify and report any concerns they have about a child's welfare. Managers follow robust recruitment procedures to ensure the suitability of those who they employ. Staff are deployed well to ensure children are always safe and qualification ratios are met. Managers accurately monitor the quality of the provision and they provide staff with training which has a positive impact on the quality of teaching and learning. For example, staff have received additional training in maintaining children's files and tracking their progress to help them identify what children need to learn next. Parents are highly complimentary. They comment positively on the progress their children make, how happy they are and the friendly staff. Accidents are recorded and shared with parents.

Quality of teaching, learning and assessment is good

Children take part in group activities and enthusiastically join in with number songs and rhymes. Staff effectively adapt activities to ensure all children are included. For instance, they decide they need six cheeky monkeys in their song and one child acts as an alligator to count out the children that are left. There is a good range of resources available and the space is well organised so that children can access activities of their choice and move them around. For example, children who have an interest in dolls can access a good range of accessories then take the dolls with them to read a book. Children particularly enjoy creative activities, such as rolling a ball through paint, observing the marks they make and the colours they create as the paints mix.

Personal development, behaviour and welfare are good

Children quickly develop a secure understanding of acceptable behaviour. They share well, take turns and show respect for each other and the toys. Any minor behavioural issues are dealt with effectively and positively by staff. Children show good levels of self-esteem, they respond excitedly and staff praise them for their efforts and achievements. Children are physically active and make good use of outdoor playtime. For example, babies confidently climb up the ladder and slide down the slide. Older children ride cycles and scooters, demonstrating a good sense of balance. They learn how to keep themselves safe as they follow staff guidance about where to ride. Children understand they need to wash their hands before lunch so they, 'Don't get germs and feel sick'.

Outcomes for children are good

All children, including those who have SEN and/or disabilities, gain important skills to prepare them for the next stage in their learning, including school. Older children learn to sit for increasing periods and enjoy story time. Toddlers develop good communication skills and extend their vocabulary. Babies feel secure to explore their physical skills as they learn to move around the floor and pull themselves up.

Setting details

Unique reference number	EY548428
Local authority	Bolton
Inspection number	1137752
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 - 8
Total number of places	70
Number of children on roll	101
Name of registered person	Sheen Dad
Registered person unique reference number	RP548427
Date of previous inspection	Not applicable
Telephone number	01204317397

Horwich Day Nursery registered in 2017. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above and one staff member holds qualified teacher status. The nursery opens Monday to Friday from 7am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

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