

Hopwood Hall College

Nursery



Hopwood Hall College, St. Marys Gate, ROCHDALE, Lancashire OL12 6RY

Inspection date	2 August 2018
Previous inspection date	27 June 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Teaching across the setting is variable. Some staff do not carry out activities in a way that takes account of children's preferred way of learning, age or stage of development.
- At times, staff miss opportunities to interact positively with children to maintain their focus and attention and build on their existing skills.
- Staff do not consistently make effective use of information they gain from their observations of what children can do, to plan consistently for the next stage of development. Additionally, systems for monitoring the progress made by different groups of children are not sufficiently embedded.
- Monitoring of staff's practice is not rigorous enough in helping staff improve their teaching skills and implementing good practice.
- Staff do not consistently gather detailed information from parents about what their child can already do at the start of placement, to help children make the best possible start.
- Systems for self-evaluation do not include the views of all stakeholders in order to further improve the quality of the provision.

It has the following strengths

- Children have access to well-resourced environments indoors and outside. Children display high levels of self-confidence and self-esteem and make independent choices about their play.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve teaching to ensure that children are sufficiently challenged and activities adapted accordingly to meet children's different ages and stages of development	28/09/2018
improve interactions with children to support them to engage and participate in activities and build on their existing skills	28/09/2018
ensure all staff plan suitably challenging and individualised activities that support children to make the best possible progress	28/09/2018
ensure supervision provides effective support, coaching and includes regular opportunities for staff to receive incisive feedback in order to drive improvements in the quality of teaching.	28/09/2018

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

- implement a rigorous process for self-evaluation that includes all stakeholders in order to further improve the quality of the provision
- embed systems for gathering more detailed information from parents about their child's development at entry, and use this information to enhance early planning to help children make even better progress from the start
- embed systems for monitoring the progress made by different groups of children, and use this information to support children to make even better 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 and development.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documents and checked evidence of the suitability of staff.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector
Donna Birch

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Management and staff have a secure knowledge of how to identify the signs that children could be at risk of harm. They know the procedures to follow if they have concerns about a child. Staff implement systems for assessing potential hazards well, which helps to minimise any risks to children. Staff receive some useful training, such as paediatric first aid. They document accidents accurately and share this information with parents effectively. Inconsistencies in supervision mean that staff do not receive adequate support to improve the quality of their teaching or embed some practice. Systems for self-evaluation do not include the views of parents to help drive forward improvements. That said, some meaningful changes have been made. For example, more opportunities have been created outdoors for gardening and den making.

Quality of teaching, learning and assessment requires improvement

Staff observe and assess children's stage of development and know children's interests well. However, they do not consistently use the information from these assessments to build on children's individual learning needs. Additionally, monitoring of different groups of children is not embedded to ensure all children make the best progress. Furthermore, staff's interactions fail to engage children fully and support them to maintain their focus and attention to extend their communication and language skills. Children enjoy mark making and use resources, such as chalks, to draw and write the letters of their name. Babies have plenty of room to explore freely. Effective systems are in place for sharing information with parents and other professionals involved in children's learning and care. Systems to keep parents informed about their child's ongoing progress are well established.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that children are not consistently supported well enough through positive interactions with staff. This leads to some minor outbursts of unacceptable behaviour. Although staff encourage children to share and resolve minor conflict themselves, they do not consistently provide the support some children require to help them rectify their own behaviour successfully. That said, overall, children behave well and staff are good role models who treat children with kindness and respect. Staff support children to develop their independence and self-help skills. For example, children serve themselves at mealtimes and pour their own drinks. Staff manage children's transitions between rooms in the nursery and on to other settings well. Children are supported to lead a healthy lifestyle and be physically active.

Outcomes for children require improvement

Some teaching is weak and does not support children fully to make the best possible progress. Nevertheless, children are acquiring some of the key skills needed for future learning and eventually school. They learn mathematical skills and match colours, sort objects and count how many they have. Children are creative and have active imaginations. For example, they delight as they mix a variety of resources to make 'perfume' and 'potions'. Staff use funding well to provide resources and training where they are needed the most.

Setting details

Unique reference number	316317
Local authority	Rochdale
Inspection number	10056900
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	0 - 8
Total number of places	30
Number of children on roll	20
Name of registered person	Creche-N-Co Ltd
Registered person unique reference number	RP905979
Date of previous inspection	27 June 2016
Telephone number	01706 345 346 ext 2247

Hopwood Hall College Nursery registered in 1991. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to 6. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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