

# The Rises

Hill Street, Shaw, Oldham, Lancashire OL2 8PQ



<b>Inspection date</b>	4 September 2018
Previous inspection date	16 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- There is a clear ethos of mutual respect in the nursery. Staff are kind and gentle. They interact well with the children, listening to them and making sure their individual needs are recognised and well met. Children are settled and happy.
- The manager and staff are experienced in their roles. They work well together and reflect regularly on the quality of their practice. They identify strengths and areas to improve and quickly make adjustment and changes when needed.
- Parent partnership is a strength of the nursery. Staff gather key information about the children from parents before they start. For example, they use an 'All about me' form to share care plans and information about daily routines. Children's emotional needs are well met from the outset.
- Staff share developmental reports with parents and this helps with continuity of care and learning between nursery and home. They make sure parents know the children's next steps in learning and offer ideas on how to support learning at home.
- Staff work in close partnership with a range of other services to ensure that children's individual needs are well met.
- Children are keen learners. They learn from well-planned and stimulating activities. This contributes to the good progress children make from their starting point.

### It is not yet outstanding because:

- Staff do not focus specifically enough on comparing the progress made by different groups, to identify gaps in learning or whether a particular group is falling behind, as quickly as possible.
- Staff do not provide as many opportunities as possible for children to build on their knowledge and understanding of everyday technology.

## What the setting needs to do to improve further

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

- focus more precisely on comparing the progress made by different groups, to identify gaps in learning or where a group is potentially falling behind, as swiftly as possible
- provide more opportunities for children to build on their knowledge and understanding of everyday technology.

### Inspection activities

- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning.

#### Inspector

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## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The experienced manager and staff have a good understanding of how to keep children safe and recognise signs and symptoms of abuse. They take prompt action if they have concerns about the welfare of a child. The recruitment procedure is implemented robustly. The manager completes all necessary checks and records required information. Staff induction is effective, which enables the staff to understand their roles and responsibilities clearly. There are effective systems to develop staff practice, such as peer observations. Staff attend regular training to update their knowledge and strengthen their skills further. For example, staff have recently learned how to support children's communication skills more effectively. The manager has addressed previous recommendations and this has improved their partnership with parents further.

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

Staff know the children well. They make regular observations and accurate assessments of the children's progress. They plan individual next steps from their knowledge of each child and put necessary support in place to further their progress. Children have good relationships with staff and communicate well with them. They freely express themselves and develop their imagination. For example, children enthusiastically pretend to be 'superheroes'. Staff promote physical development indoors and outdoors. For instance, they help children to climb on the slide and to use ride-on toys. Staff regularly share stories with the children through the day. They use these opportunities well to help children to become confident communicators. Children choose freely where they would like to play and they confidently lead their own learning. Staff listen carefully and give children time to explore before offering help.

### Personal development, behaviour and welfare are good

The key-person system is effective. The staff share a warm and positive relationship with the children. They are intuitive to their emotional needs and know when to step in and support them. The staff are calm and nurturing, which contributes to the children behaving well. Children are kind, share toys and look after one another. For example, very young children help each other to find a drink of water. Staff support children very well to manage the move from one room to another within the nursery. Staff teach the importance of oral hygiene through role play and help children to brush their teeth after meals. Children benefit from eating healthy food at nursery, and staff make sure children drink plenty of water through the day. Children develop a good awareness of their own safety. For example, they understand how to climb up the stairs carefully.

### Outcomes for children are good

Children are motivated learners who make good progress from their starting point. Older children recognise their own names in print and enjoy phonic activities. They learn to use cutlery correctly and are independent in self-care. Children show delight as they play and make marks in shaving foam. They follow instructions and are well behaved. For example, they follow staff direction to wait patiently for their turn to wash their hands and sit down for lunch. Older children readily identify numbers in the environment.

## Setting details

<b>Unique reference number</b>	EY235010
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065377
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	47
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Minshall, Lynn
<b>Registered person unique reference number</b>	RP512887
<b>Date of previous inspection</b>	16 November 2015
<b>Telephone number</b>	01706 848 866

The Rises registered in 2003. The nursery employs 19 members of childcare staff, 12 of whom hold appropriate early years qualifications. The nursery opens Monday to Friday all year round, with the exception of bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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