

# Unsworth Nursery

c/o Unsworth Primary School, Blackley Close, Bury, Lancashire BL9 8LY



<b>Inspection date</b>	19 November 2018
Previous inspection date	17 April 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

- The manager and staff assess children regularly and monitor their progress. They pinpoint which areas require further development and use this information to plan activities according to children's interests. Consequently, motivated children progress well and develop comfortably within the expected levels for their age, overall.
- The manager effectively supports staff to enhance their skills. She allows staff to follow their interests in providing experiences for the children. For example, staff create an allotment and the manager provides them with funds to cultivate it. Consequently, enthusiastic staff support children to learn about the natural world.
- The manager and staff provide a stimulating and welcoming setting. Children easily access the resources they need which are well-organised and inviting. The exciting outdoor space supports children to develop physical skills and learn how to negotiate risk. Children balance, crawl through tunnels, ride on bicycles and build walls.
- Confident children enjoy talking to adults and showing them their favourite things. They assertively answer questions during story time and can articulate what happens next in their favourite stories.

### It is not yet outstanding because:

- Although staff provide parents with regular information about their children's progress, they do not yet consistently collect parental contributions when assessing children's development. This means they do not always have a complete picture about what children can achieve, especially when starting at the setting.
- Staff do not always ensure group activities are developmentally suitable for the ages involved and this affects how well children are challenged.

## What the setting needs to do to improve further

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

- embed consistently the new systems for collecting parental contributions about their children's development to ensure all children can achieve the very best outcomes
- consider how group activities are organised so that children are challenged appropriately for their age and stage of development.

### Inspection activities

- The inspector took a tour of the setting and considered the learning environment.
- The inspector held a meeting with the manager and spoke with staff members to assess their knowledge and evaluation of the setting.
- The inspector spoke with parents to gauge their opinions of the care their children receive.
- The inspector conducted a joint observation with the manager and assessed the quality of teaching.
- The inspector viewed documentation relating to the suitability of the staff and the policies and procedures of the setting.

#### Inspector

Karen Bingham

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify signs and symptoms of abuse and how to report their concerns about a child or adult. Vigilant staff help to ensure children remain safe. They have strong procedures in place for assessing risk, maintaining security and reporting accidents. The manager uses extra funding effectively to help children develop. For example, experts come into the setting providing activities, involving a range of creatures and bugs, that help children develop their listening and language skills. The manager evaluates her setting regularly and assesses her strengths and weaknesses well. She utilises in-house training to support staff's development. For example, staff reflect on how they can best role model values, such as manners and consideration for others. This helps children to develop their social skills.

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

Staff encourage children to be independent. They support them to pour their own drinks and make choices about the snacks and meals they have. Children put on their own coats and older children zip them up themselves. Staff support children individually with writing and number skills. For example, they complete a daily diary together. Children are encouraged to talk about what they have done at home and older children attempt to copy letters and numbers. Staff involve children in decisions about the development of the setting and ensure they can see the changes being made. For example, children help to devise a mood board when their outdoors is being improved and the manager films as trees are cut back so the children can later watch what happens.

### Personal development, behaviour and welfare are good

Staff know their children very well. They use this knowledge to engage children in conversation and to extend their learning. They talk about birthdays and how many candles they have on their cake. Effective settling-in sessions and strong relationships with parents means children feel safe and secure. Staff consistently use opportunities to encourage children to think about healthy choices. They offer nutritious meals and snacks and introduce the notion of healthy food during play in the home corner. Staff encourage children to think about their general health and hygiene. They discuss with children why they wash their hands after working in the garden and why they wear coats in the colder weather. Staff support children well who have delays in speech and language. They help them to learn new vocabulary and encourage them to engage in conversation.

### Outcomes for children are good

Children make observations about how colours remind them of Autumn and remember they need oil to make their playdough. They use mirrors to look at the colour of their eyes and notice they are blue with a black centre. Children behave well. They understand routines and boundaries and use their manners. Children play together good-naturedly and share resources. These skills help children be well-prepared for school.

## Setting details

<b>Unique reference number</b>	316748
<b>Local authority</b>	Bury
<b>Inspection number</b>	10070087
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Unsworth Nursery School Limited
<b>Registered person unique reference number</b>	RP908038
<b>Date of previous inspection</b>	17 April 2015
<b>Telephone number</b>	0161 796 6672

Unsworth Nursery registered in 1995. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications, including the manager who has early years professional status. The nursery opens from Monday to Friday all year round, with the exception of public holidays and one week at Christmas. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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