

Rosebridge Private Day Nursery

11 Holt Street, Wigan WN1 3HD



Inspection date	11 December 2018
Previous inspection date	7 March 2018

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

This provision is good

- The manager has worked well to significantly improve the setting since the last inspection. Despite the manager being relatively new in post, the impact of her actions has resulted in positive changes to the setting. This has improved outcomes for children.
- Babies' emotional and developmental needs continue to be met successfully. Staff have developed strong relationships with babies and are attentive to their needs. This results in babies who are settled and happy during their time at the setting.
- Regular purposeful observations and assessments of children's learning and development are undertaken to ensure that children make good progress in their readiness for school.
- Staff support children with special educational needs and/or disabilities (SEND) skilfully. They know their key children well and are able to quickly identify where additional support is required. This results in children receiving the required support in a timely manner.
- Staff value parents as partners in their children's learning. They exchange information about children's progress and guide parents in how to support children's learning at home. Parents comment positively about the setting and partnership with parents is a key strength.
- Staff training and effective coaching by the manager has helped to improve staff practice and raise standards across the setting.
- The opportunities for pre-school children to further develop their knowledge and understanding of early literacy and mathematics are not consistently provided.
- Although staff's knowledge and understanding of safeguarding is sound and they understand how to keep children safe, their knowledge of all aspects of safeguarding is not yet consolidated.

What the setting needs to do to improve further

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

- develop staff's adequate understanding of safeguarding so they have an even greater awareness of risks to children
- provide even more opportunities for pre-school children to develop their knowledge and understanding of early literacy and mathematics so that they make outstanding progress.

Inspection activities

- The inspector carried out a joint observation with the manager.
- The inspector toured the premises and spoke with the manager, staff and children during the inspection.
- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector took account of parents' views of the nursery.

Inspector
Ann Flynn

Inspection findings

Effectiveness of leadership and management is good

Since the previous inspection, the manager has demonstrated a continued commitment to improving the quality of the setting. Effective staff supervision and purposeful training have significantly improved staff's practice. This has resulted in improved teaching and much better outcomes for children. Safeguarding is effective. Staff understand their roles and responsibilities in helping to keep children safe. However, staff's knowledge is suitable rather than detailed and comprehensive. The manager checks the work of staff and reviews children's progress carefully and thoroughly. She identifies any gaps in children's learning that staff need to address. This includes children with SEND needs who are well supported by the staff.

Quality of teaching, learning and assessment is good

Teaching is good. Staff interact positively with children and facilitate their play well. For example, children confidently converse with staff in the role-play area as they discuss how they are going to make and bake their cookies. They use the available resources, such as the oven glove, as they begin to understand about keeping safe. Children are beginning to develop their understanding of early literacy as they learn to write letters on the whiteboards and as they count with staff. However, pre-school children are not always provided with extensive opportunities to develop their skills in early literacy and mathematics. Staff review children's progress carefully. They make accurate assessments and evaluate learning clearly. This helps staff to identify the next steps in children's learning and to identify when their progress is not as good as it could be. Transition between the nursery rooms and children's next place of education is managed well. Children engage in transition visits, which help them to settle well into their new nursery room or school.

Personal development, behaviour and welfare are good

Children's emotional needs are well met. The staff develop warm, caring relationships with the children. Staff encourage children to develop their independence when, for example, they serve themselves at lunchtime. Children have good opportunities to develop their understanding of wanted and unwanted behaviours as they learn to take turns and to share. Staff are effective at providing praise and encouragement to children, which helps to develop their confidence and self-esteem. For example, children demonstrated their confidence when they approached the inspector with ease, articulating their questions well as they asked about the inspector's laptop. Partnerships with parents are good. Parents are well supported in understanding their children's progress, including parents who speak English as an additional language.

Outcomes for children are good

Children make good progress at this setting. They are confident, self-motivated learners who are developing the skills that will support them with their future learning. Partnerships with parents and other professionals are firmly established. This helps in ensuring children are making the best possible progress and are well prepared for the next stage in their education.

Setting details

Unique reference number	EY500658
Local authority	Wigan
Inspection number	10085567
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	30
Number of children on roll	17
Name of registered person	Rosebridge Private Day Nursery Ltd
Registered person unique reference number	RP906479
Date of previous inspection	7 March 2018
Telephone number	01942824161

Rosebridge Private Day Nursery registered in 2016. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round with sessions from 7am until 6pm. The nursery currently funds early education for two-, three- and four-year-old children.

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