

Parsons Walk Nursery

33 Parsons Walk, Wigan, Greater Manchester WN1 1RU



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| Inspection date | 6 March 2019 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| 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

- Leaders and staff form strong partnerships with parents. They work very hard to provide children and their families with additional support for children's care and learning. Parents consistently state, 'My child has come on in leaps and bounds since they started'.
- Well-qualified staff work very well with other agencies and professionals. This helps them to provide tailored support for children with special educational needs and/or disabilities (SEND). Staff complete regular observations and detailed assessments of children's learning. They create intervention plans that are used effectively to enable all children to make good progress.
- Staff support children who speak English as an additional language well. For instance, they model clear language and repeat children's words. Staff use information from training effectively to help to promote children's communication skills. Children's language is developing well.
- Children learn about different cultural backgrounds. For example, parents share food tasting sessions, talk about traditional clothing and sing songs with children.
- Leaders are highly reflective practitioners and identify their strengths and areas for improvement well. They include everyone in the self-evaluation process. Staff working in the nursery are encouraged to make positive changes that benefit children. For example, babies now benefit from a very welcoming and calming atmosphere.
- Staff do not fully extend and challenge children's good learning in mathematics to encourage them to achieve even higher.
- Staff do not fully support children to gain an even greater understanding of the benefits of healthy eating and the effect this has on their bodies.

What the setting needs to do to improve further

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

- provide more opportunities for children to extend their good mathematical skills and receive higher levels of challenge in their learning
- increase children's understanding of the benefits of healthy eating and the effect this has on their bodies, to further support their good health.

Inspection activities

- The inspector took a tour of the nursery with the nursery manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and deputy manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed an evaluation of an activity with the deputy manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of leadership and management is good

Overall, the manager monitors staff practice well, such as through daily discussions, peer observations and regular supervisory sessions. She regularly reviews the progress that children make. The manager and staff support children in receipt of extra funding well. For example, they provide one-to-one support and additional sessions. This helps children to catch up quickly. Safeguarding is effective. The designated staff, who oversee safeguarding, have experience in following the local safeguarding procedures and do so without delay when the need arises. Staff have a secure understanding of their responsibilities in protecting children from harm.

Quality of teaching, learning and assessment is good

Staff work very closely with parents and share information daily. Parents state that staff provide strategies for them to continue their child's learning at home. For example, they encourage their child to find objects that rhyme, such as 'cat and hat'. This helps to support children's language and literacy development effectively. Staff provide activities and experiences that children enjoy. For example, older children work together as a team, such as when they take turns to fill buckets with water during play outside. They demonstrate good social skills. Younger children are imaginative. For instance, they care for dolls and pretend to give them bottles of milk. Babies enjoy sensory experiences, such as when they investigate the feel of shiny material. They wave shakers to hear the sounds they make. All children are motivated and keen to learn.

Personal development, behaviour and welfare are good

Children behave well and show kindness towards one another. They share resources, take turns and invite others to join in with their play. Children form close bonds with staff and develop a strong sense of belonging. They have plenty of opportunities to practise their physical skills. For example, older children climb with agility on the large play equipment outside. Younger children roll, squeeze and manipulate dough as they create models, such as a snowman. Babies join in with action rhymes, clap their hands and applaud their own achievements.

Outcomes for children are good

Children explore the environment with enthusiasm, make their own play choices and engage well with staff during activities. Older children use designated spaces for communication well, such as to engage in conversations and develop their social skills. Younger children build on their early writing skills, demonstrated when they draw pictures with pencils. Babies look at photographs of their families, point and practise saying early words. Children develop good self-care skills, such as when they wash their hands before eating. They are prepared well for future learning and the eventual move to school.

Setting details

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| Unique reference number | EY541941 |
| Local authority | Wigan |
| Inspection number | 10090322 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 38 |
| Number of children on roll | 56 |
| Name of registered person | Gormally, Lesley Rachelle |
| Registered person unique reference number | RP541940 |
| Date of previous inspection | Not applicable |
| Telephone number | 01942 237842 |

Parsons Walk Nursery registered in 2017. The nursery employs 11 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for a 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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