

Cornerhouse Day Nursery

Cross Street, Lees, Oldham OL4 3BT



Inspection date	22 March 2019
Previous inspection date	1 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The manager and staff are passionate about providing high-quality early years experiences. The manager considers the views of staff, parents and children when evaluating the success of any changes made and when planning for the future.
- Staff use their accurate observations and assessments effectively to plan a range of activities based on children's interests.
- The manager and staff monitor the progress made by individual children and swiftly identify any gaps in their learning. Staff take appropriate steps to ensure that all children receive the support they need to make good progress.
- Staff are kind and nurturing in their interactions with children. They sensitively support children to develop their independence skills, offering gentle praise and reassurance.
- Staff promote positive behaviour. They give children lots of praise for their achievements, helping to raise their self-esteem. Staff take time to explain to children what is expected of them. Children behave well.
- Overall, partnerships with parents are good. However, staff do not consistently gather detailed information about children's prior learning to help them to plan precisely from the outset.
- Opportunities for staff to share their skills and expertise are not yet targeted sharply to help to raise the quality of teaching to the highest level.

What the setting needs to do to improve further

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

- enhance strategies that help parents to share detailed information about what their child knows and can do when they first start to attend
- develop the already good staff supervision and target more precisely opportunities for staff to share best practice across the team and to learn from each other.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents and grandparents and also took account of their views in the written statements provided.

Inspector

Denise Farrington

Inspection findings

Effectiveness of leadership and management is good

Overall, the manager monitors the staff team well. She observes staff as they work with children and meets with them to discuss aspects of their practice. This enables the manager to plan opportunities for their further professional development and training. For example, recent training in the use of communication strategies is used well to support children with speech and language difficulties. The arrangements for safeguarding are effective. All staff have attended safeguarding training and demonstrate a good knowledge of the possible issues which may affect a child's welfare. They know the child protection referral procedure well and understand wider safeguarding issues. Staff use procedures, including risk assessment, to help to keep children safe.

Quality of teaching, learning and assessment is good

Staff plan engaging activities using their knowledge of children's interests and their understanding of the next steps in their development. Consequently, children are enthusiastic about their learning. Staff enthusiastically play alongside children, talking to them and asking questions that help to develop their thinking and language skills. Staff place a high priority on promoting children's communication, social and physical skills. For example, staff introduce words such as 'woodlouse' and 'centipede' when helping children to name and recognise the bugs they find outside. Staff in the baby room give children a secure base from which they can explore. Babies delight in exploring 'treasure baskets'. They enthusiastically join in as staff encourage them to watch coloured scarves gently floating to the floor. Older children recognise shapes and colours and use mathematical language as they play. They recognise letters from their name and make marks for a purpose as they enjoy using water and paintbrushes outdoors.

Personal development, behaviour and welfare are good

Staff are good role models and support children to share and take turns with their friends. Children enjoy regular opportunities to develop their physical skills and play outdoors in the fresh air. They are mindful of each other's safety and take care as they move around. Younger children enjoy digging in soil, while older children balance carefully as they walk across a bridge and cheer on their friends, offering encouragement as they take turns. Staff provide a healthy range of meals and snacks. They encourage children of all ages to independently serve themselves. Staff talk to children about the importance of eating a balanced diet and developing lifelong healthy habits.

Outcomes for children are good

Children are confident and motivated learners, who are equipped with a range of skills they need to progress on to the next stage of their learning and eventually to school. For example, children learn to attend to their own needs and are developing good social skills. Pre-school children interact confidently and enjoy sharing what they know and think as they play. Babies and toddlers are developing confidence and a range of exploratory skills as they test out their ideas. All children, including children with special educational needs and/or disabilities (SEND) make good progress during their time at nursery.

Setting details

Unique reference number	EY448406
Local authority	Oldham
Inspection number	10065392
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	32
Number of children on roll	49
Name of registered person	Cornerhouse Day Nursery Ltd
Registered person unique reference number	RP902360
Date of previous inspection	1 December 2015
Telephone number	0161 624 4553

Cornerhouse Day Nursery registered in 2012. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one at level 4. The nursery opens from Monday to Friday for 51 weeks of the year, except for bank holidays. 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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