

# Newbold Children's Centre Nursery

Moss Street, ROCHDALE, Lancashire OL16 5NL



<b>Inspection date</b>	24 May 2019
Previous inspection date	13 April 2016

<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

### This provision is good

- The manager has a clear vision and passion for the setting and team. They are committed to working with parents and improving outcomes for children. This ensures parents are involved in their child's learning.
- Staff develop very strong links with other professionals to further their own understanding of children's individual needs. This helps identify and close gaps in children's learning.
- Parents speak highly of the caring, nurturing team, with one parent saying that staff 'are open and honest, I can ask them anything'.
- Staff use a range of ways to communicate with children and families. Some staff are fluent in several languages and are able to translate key messages to parents.
- Staff are reflective in their teaching. They plan carefully, ensuring they provide opportunities for all children to achieve good levels of development.
- Staff use their thorough knowledge and combined experience to ensure children with special educational needs and/or disabilities (SEND) are well provided for. This supports their learning and development.
- Since the last inspection, the manager has ensured staff have attended training to improve children's communication and language skills. This has enabled practice to be further improved.
- The management team provides support to staff to help develop their skills. However, coaching and mentoring systems are in early stages of development. This has not yet further improved the quality of teaching.
- A wide variety of learning experiences are planned to support children's next stages in learning indoors. However, the outdoor environment would benefit from the same level of planning and learning experiences to further support children's progress.

## What the setting needs to do to improve further

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

- develop coaching and mentoring systems within the team to help further improve the quality of teaching to an outstanding level
- enhance outdoor planning of experiences and activities to enable learning to be further enriched for children who prefer to learn outdoors.

### Inspection activities

- The inspector held meetings with the director, manager and staff.
- The inspector took part in a joint observation of practice with the manager to assess the quality of teaching and learning.
- The inspector observed the quality of teaching and learning indoors and outdoors, and assessed the impact on outcomes for children.
- The inspector scrutinised a selection of documents, including systems for self-evaluation and staff monitoring.
- The inspector took account of parents' views and evaluated how effectively the setting develops and maintains links with children's families.

#### Inspector

Jasmin Sanders

## Inspection findings

### Effectiveness of leadership and management is good

The manager ensures self-evaluation and reflection of practice is embedded across the whole team to develop quality of teaching. This has a positive impact on children's outcomes. Action planning, sharing good practice and training is an important part of how team members communicate and work together consistently. Safeguarding is effective. Staff are confident in safeguarding procedures and safety and security of the nursery is monitored carefully. Overall, the nursery is well planned and appropriately resourced, taking account of children's needs and interests. This means that children are motivated to play, learn and explore. There is a strong focus on inclusion. Any additional funding the setting receives for individual children is used effectively to support their progress.

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

Children are happy and involved in their chosen learning experiences, which are organised to enable children to extend their developing skills. Staff are skilful at adapting and extending their vocabulary with children, ensuring communication is clear and positive. Older children thoroughly enjoy taking part in 'mini-chef' sessions. They focus on healthy food choices and develop their chopping, slicing and spreading skills while extending their listening and concentration. Simple explanations, positive praise and questioning are constant by staff, giving the children time to process and respond. Children of different abilities make their own play dough. They are encouraged to think about their choices, like adding glitter and sequins. As water is poured on the salt and flour mixture on the table, the salt disappears. The children delight in mixing it up with their hands. Children talk about how the consistency changes into play dough. New words are used, like 'gritty' and 'sticky', to describe textures the children are experiencing. Staff identify opportunities to include mathematics and literacy when they arise, and take time to extend and explore.

### Personal development, behaviour and welfare are good

Children are settled, confident and have positive relationships with their key person. Children are engaged and enjoyment levels are high. All children benefit from secure attachments. Staff have good knowledge of each child which enables children to express themselves and display good levels of self-control. Staff focus on helping children to manage their feelings. This has a positive impact on children's behaviour. For example, children take turns and help each other to tidy up after their snack.

### Outcomes for children are good

Children are supported well and are ready for the next stage in their learning. Children make good progress from their starting points. Those with SEND are very well planned for to achieve the next steps in their development. Interventions are in place before children start school to further support learning and development. Children with English as an additional language are well supported in their communication and they achieve well. Children are confident, eager learners developing skills that will help to support their educational journey into school. Children use good manners and listen to others well, developing their knowledge in play and learning through questioning.

## Setting details

<b>Unique reference number</b>	EY337661
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065663
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Creche-N-Co Ltd
<b>Registered person unique reference number</b>	RP905979
<b>Date of previous inspection</b>	13 April 2016
<b>Telephone number</b>	01706 649 729

Newbold Children's Centre Nursery was registered in 2006 and is located in Rochdale. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and nine staff have qualifications at level 3 or above. One holds a degree-level qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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