

The Willows Private Day Nursery

49 Bridgefold Road, Rochdale, Lancashire OL11 5BX



Inspection date	5 August 2019
Previous inspection date	12 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff make accurate assessments of the children. This enables staff to identify where children need extra support. Staff also recognise where children need further challenge. Along with the management team, staff use this data to set targeted goals for children. This maximises opportunities for children to progress.
- Self-evaluation is strong. The management team value feedback from parents, staff and other professionals. They are committed to constant improvement and believe the nursery 'should never stand still'. This means they continuously identify and address areas for improvement.
- Staff understand that young children learn through play. They create exciting learning environments for children. For example, children are delighted to experience their own 'festival' within the nursery where they experiment with media and materials, and develop their imaginative skills.
- Partnerships with parents are strong. Parents enjoy completing the 'challenge of the week' with their children. They share their experiences with staff and value the opportunity to add to their children's development. Children especially enjoy the 'literacy lion' and 'mathematics monkey'. They take home a teddy for a week and complete activities. Staff ensure that activities are tailored for each child to support their individual stage of development.
- Some staff would benefit from further training on how to implement behavioural policies and procedures effectively, therefore ensuring that children experience consistent, positive behavioural approaches.
- Children rapidly learn new words as they join in with 'sign and sing'. However, some staff do not use the correct vocabulary when talking to children. This can cause confusion as children are developing their communication and language skills.

What the setting needs to do to improve further

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

- encourage staff to use accurate terminology when speaking to children in order to further support communication and language development
- enhance staff's knowledge of how to effectively implement positive behaviour procedures to ensure children have consistent experiences.

Inspection activities

- The inspector considered written and verbal feedback from parents.
- A joint observation of practice was conducted with the manager.
- The inspector observed the quality of teaching indoors and outdoors.
- The inspector had a tour of the setting with the manager.
- The inspector held meetings with the setting's special educational needs coordinator and the management team.

Inspector

Shauneen Wainwright

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The management team and staff have a secure understanding of their responsibility to protect children. They are confident with the procedures to follow if they have concerns about a child's welfare. The management team are passionate about inclusive practice for children with special educational needs and/or disabilities (SEND). For example, all staff have recently completed sign-language training. This aids the development of children's communication and language skills. Staff work effectively with outside agencies involved in children's care to devise targeted learning plans. This means any gaps in children's development begin to close.

Quality of teaching, learning and assessment is good

Staff develop children's early mathematical skills well. Children learn how to solve simple number problems as they peg the right number of legs onto cardboard caterpillars. Pre-school children count out loud and recognise that numbers identify the quantity of objects. Children are engaged during registration time as they learn about months, days and the weather. They recognise their names and eagerly practise writing as they sign a daily register. Staff provide children with opportunities to strengthen their fine-motor skills. For example, toddlers concentrate as they trace around their own hands successfully. Babies have strong exploratory impulses. They are delighted as they climb into empty boxes and rock, while staff sing 'row, row, row your boat'.

Personal development, behaviour and welfare are good

Staff provide children with good opportunities to learn about the wider world. This includes exploring the local community and visiting local shops. Children are excited as they embark on a 'bear hunt' in some local fields after enjoying a teddy bear's picnic. Staff supervise children well, and risk assess all outings to minimise the risk of harm to children. Children enjoy the social opportunities during lunch time. They talk with their peers and share stories about their siblings. Staff are positive role models. For example, they use good manners at lunchtime. This is reflected in children's behaviour. They are calm and respectful, and they use language such as 'please', 'thank you' and 'excuse me'. Staff develop genuine bonds with children. For instance, babies smile and giggle as their key workers sing to them during nappy changes.

Outcomes for children are good

All children, including those with SEND, make progress from their starting points. The management team use additional funding thoughtfully to support the individual needs of children. This has a positive impact on their development. Children are well prepared for the next stage in their learning, including the move to primary school. For example, pre-school children practise putting on their shoes and zipping up their coats. They discuss their feelings about moving to school, and share their settling-in experiences with their peers. Toddlers confidently greet new people and develop their imaginative skills.

Setting details

Unique reference number	EY308399
Local authority	Rochdale
Inspection number	10109719
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	66
Number of children on roll	126
Name of registered person	The Willows (Rochdale) Limited
Registered person unique reference number	RP910048
Date of previous inspection	12 August 2014
Telephone number	01706 654085

The Willows Private Day Nursery registered in 2005 and is in Rochdale, Greater Manchester. It is one of two settings privately owned and operated by the registered person. The nursery is open from 7.30am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery employs 30 members of childcare staff. Of these, two hold qualified teachers status and 28 hold appropriate early years qualifications at level 2 or above.

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