

Go Wild Bury Nursery

5 Crompton Street, Bury, Lancashire BL9 0AD



Inspection date	8 August 2019
Previous inspection date	Not applicable

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

- Children are confident, happy and enjoy their time at nursery. Staff are friendly and dedicated to providing good-quality care and learning experiences for children.
- Staff in the baby room are wonderfully caring and attentive to the needs of babies. They provide calm and soothing interactions to help babies to settle quickly, who in turn form secure bonds with their key person. Staff have detailed knowledge of routines from home and share information with parents through secure electronic updates during the day.
- Staff make regular observations and assessments of children's learning and interests. These are used to inform planning and support each child's good progress. However, occasionally, staff do not fully extend the level of challenge in children's learning based on what they already know and can do.
- The management team has handled recent changes positively. The provider and the new manager prioritise children's care and learning experiences in the nursery. There are impressive plans to continue to develop the good-quality care. For instance, there are plans in place to develop more outdoor learning experiences and begin a project on sustainability across the nursery.
- Parents speak positively about the nursery. They feel that staff share a good level of information, and their children are happy and well cared for. The management team actively seeks the views of staff, parents and children to inform its ongoing action plan. For instance, it has utilised a 'you said, we did' board and completed comprehensive audits to identify further areas to improve the nursery.
- Children behave well. They are polite and well mannered. However, at times, staff do not provide more focused support to help boys to develop a stronger awareness of their feelings and emotions.
- Staff do not enhance opportunities for children to engage in more energetic physical play.

What the setting needs to do to improve further

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

- extend the level of challenge in children's learning to help them to make rapid progress
- provide more support for boys to develop more inclusive friendships and raise their awareness of feelings and emotions even further
- provide more opportunities for children to engage in more energetic physical play.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider and discussed risk assessments. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. There are comprehensive risk assessments which staff follow to ensure children's safety. Managers and staff have good systems in place to maintain security in the nursery. Staff have a good understanding of their roles and responsibilities to protect children from harm. They are aware of the reporting procedures to follow if they have concerns about a child's well-being. The management team follows effective recruitment and vetting procedures to ensure the suitability of staff working with children. Staff have opportunities to attend training and develop their skills and knowledge. Managers support and monitor staff performance through regular supervision meetings and room observations.

Quality of teaching, learning and assessment is good

Staff encourage children's communication and language skills well. For example, vibrant conversations encourage children's confidence to use their speech. Staff skilfully develop children's wider vocabulary. For example, children learn the complex names of animals, such as narwhals, x-ray fish and iguanas. Staff support children's understanding of sounds and their letter representations. They encourage children's interest in early literacy and technology. For example, children write letters using an old-fashioned typewriter and learn how to feed the paper and that print on the paper uses ribbon ink. Children in the toddler room enjoy using tweezers to sort and match different-coloured pom-poms. Staff help children to count and learn about number as they use visual aids to calculate simple sums.

Personal development, behaviour and welfare are good

Staff are good role models for children, and they teach children the importance of good hygiene and to use 'please' and 'thank you' appropriately. Children develop good independence. They eagerly help to tidy up and learn to manage simple self-care tasks that are appropriate for their age. All children have access to rooftop gardens, and this allows them to benefit from fresh air and outdoor play. For instance, they use slides and play ball games. Children enjoy experimenting with sensory materials as they pour and fill containers with sand and water. Babies explore musical instruments as they bang drums with sticks and shake tambourines. Staff skilfully prepare children for school through a range of activities, including role play and group discussions. They invite teachers to meet the children and discuss arrangements to support children's move to school.

Outcomes for children are good

Children are developing important skills to support them in their next stage of learning, and, where relevant, they are well prepared for their transition to school. They develop good early writing skills. Older children can write and recognise their names. Children in the toddler room make meaningful marks on paper with paints and pens. Children take pleasure in listening to stories and suggest ideas for what will happen next. All children show a positive disposition to learning. They are curious, motivated and focus well during activities.

Setting details

Unique reference number	2519703
Local authority	Bury
Inspection number	10118782
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	0 - 4
Total number of places	70
Number of children on roll	77
Name of registered person	Epoch Nursery Group Limited
Registered person unique reference number	2519702
Date of previous inspection	Not applicable
Telephone number	01617633490

Go Wild Bury Nursery registered in 2019. It is owned by a private company. The nursery employs 13 members of childcare staff. Of these, 11 members of staff hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm.

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