

# Inspection of Genesis Day Care Nursery

142 MANCHESTER ROAD, ROCHDALE, LANCASHIRE OL11 4HA

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Inspection date: 22 October 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children develop good bonds with the friendly and caring staff. They are happy, settled and enjoy their time at nursery. The baby room is filled with laughter. For instance, babies giggle as they climb and tumble over the soft-play equipment. This helps them to safely develop their physical strength and balance. Children are excited to freely explore the resources available to them.

Children benefit from real-life experiences. For example, children who have never used public transport have been on local bus rides with staff. Children are learning about recycling and caring for the planet. They recycle food and send daily leftover food to feed pigs at a local farm.

Children are well behaved and understand the nursery's 'golden rules' for behaviour. They cooperate, take turns and share resources. They listen to staff and follow routines, such as lining up at mealtimes and tidying up after play. Staff provide children with skills to prepare them for future learning. They teach children good manners, such as saying 'please' and 'thank you'. Children develop independence from an early age. Staff patiently give children time to have a go at completing tasks and managing their self-care on their own. For example, children put on and fasten their coats and serve their own food.

### **What does the early years setting do well and what does it need to do better?**

- The owner and managers focus on the emotional well-being of children and staff. Managers consider ways to reduce the burden of work on staff. For instance, the use of electronic tablets has helped staff to swiftly capture observations and monitor children's overall progress more effectively. This has reduced the amount of paperwork and allows staff to spend more quality time with children.
- Babies receive warm and affectionate care and their needs are met by attentive staff. The key-person system is effective and ensures children build secure and confident bonds with staff and their peers.
- Staff have in-depth knowledge of the children in their care and meet their needs well. There are strong systems in place to help children with special educational needs and/or disabilities (SEND). Staff work together with a multitude of professionals to share information and strategies. They adapt their approach to support these children so that they make progress over time.
- Children learn the importance of healthy lifestyles and good oral hygiene. They brush their teeth and visit local supermarkets with staff to buy healthy food. Staff provide freshly cooked and healthy meals that are tailored to children's dietary requirements and preferences.
- Staff consistently engage children in vibrant conversations to support their

communication and language development. They sing songs with babies to support their early speech. Babies take turns learning to blow bubbles and they excitedly try to catch them. Older children develop a love of books as they choose their own books from the library and 'read' these in a small group with close support from staff. They use new words and repeat phrases from favourite books, such as 'swirling, whirling, squelch and stumble'. This helps children to remember and use these phrases, for example, when recreating the story outdoors.

- The manager has introduced a sensory and inviting library room for children to enjoy and share a range of contemporary and classic books. The manager has initiated plans to introduce a library scheme to parents so that children can continue to enjoy learning at home. Parents and carers praise the staff. They state that their children are happy and have made good progress as a result of the support from staff. Staff regularly share information with parents about their child's progress.
- Staff plan a good range of activities which consider children's interests. However, the quality of education is not exceptional. Occasionally, during some activities, staff do not extend the level of challenge for older children to build even further on what they know and can do.
- Staff help children to use numbers through play and routines. For example, children count out how many plates and cups are needed to set the table for lunch. They concentrate well as they count and thread the number of beads on a string. Staff differentiate this activity according to children's abilities to help them achieve, for example by using different-sized beads and string.
- There are good opportunities for staff to enhance their professional development. For instance, there is a comprehensive training plan for all staff. However, managers do not make more effective use of the systems to monitor the impact of training, to enhance the good quality of teaching even further.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training which helps them maintain a good knowledge of how to keep children safe. Staff know how to recognise the signs and symptoms if a child is at risk of harm. They understand the correct procedures to report any concerns about a child's welfare. Staff have a good understanding of wider safeguarding issues such as the 'Prevent' duty and e-safety. The manager follows robust recruitment processes to ensure staff are suitable and have the necessary skills and qualifications to work with children. The manager prioritises and maintains a keen focus on children's safety. She knows the importance of liaising with other professionals and sharing key information.

## **What does the setting need to do to improve?**

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

- strengthen systems for monitoring the impact of staff training and staff performance to help to raise the good teaching skills even further
- use more opportunities to increase the level of challenge for older children and extend their learning.

## Setting details

<b>Unique reference number</b>	EY387016
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10127560
<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 to 4
<b>Total number of places</b>	76
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Genesis Day Care Nursery Ltd
<b>Registered person unique reference number</b>	RP521151
<b>Telephone number</b>	01706 353 777
<b>Date of previous inspection</b>	21 April 2016

## Information about this early years setting

Genesis Day Care Nursery registered in 2008. The nursery employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 5. The provider has early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children with SEND.

## Information about this inspection

### Inspector

Farzana Iqbal

## Inspection activities

- The manager, owner and inspector held regular discussions during the inspection. A learning walk was carried out to explore the manager's approach to planning and teaching the early years foundation stage curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The manager and inspector completed joint observations of activities and discussed their evaluations.
- Discussions were held with parents, staff and children and their views were considered.
- The inspector sampled some documentation, including the manager's action plan and staff suitability records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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