

Inspection of Hopwood House Day Nursery

98 Manchester Road, Heywood OL10 2PN

Inspection date: 8 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are extremely happy in this homely nursery environment. The provider, who is also the manager, leads a team of dedicated and enthusiastic staff. Leaders have designed an ambitious curriculum to help all children thrive. However, the provider's vision for what they want children to learn is not always implemented successfully across the nursery.

Children beam with delight as they arrive each day, happy to be greeted by their key person at the door. They happily wave goodbye to parents. The new drop-off arrangements due to the COVID-19 (coronavirus) pandemic, do not affect children's entry and they bound in, eager to play and explore. Children have close relationships with staff and their peers. This contributes towards their high levels of self-esteem and emotional security. Overall, staff are well trained and have a secure knowledge of child development. They make learning fun and provide a child-led approach to planning.

Staff use carefully considered behaviour management strategies. Children are well behaved as they know what is expected of them. Older children play cooperatively with their peers. They interact well during pretend play and share real crockery in the role-play house. They demonstrate excellent physical skills and work together to manoeuvre across the wooden bridge or push each other on the rope swing. Babies and younger children happily play alongside others, checking in with their key person when they need support or a cuddle. All children demonstrate a positive attitude to learning.

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

- Staff promote early writing skills by using an abundance of sensory materials. Babies use small finger muscles and make marks in paint covered with bubble wrap. Two-year-old children use their hands to explore the consistency of cooked spaghetti dinosaurs, which staff provide to support a current interest. Older children trace their names and develop pencil control.
- Leaders are focusing on widening all children's language and vocabulary. Staff support babies by reading stories, singing songs and mimicking sounds back to them. Older children hear and start to use more complex language during small-group sessions. During cookery club, two-year-old children learn letter sounds as they make 'purple prickly pancakes' based on a current favourite story. However, staff who know precisely what children need to learn next are not always deployed well enough as they are often required to undertake other tasks. This means that there are some occasions when children's learning is interrupted or lacks focus.
- Disadvantaged children and children with special educational needs and/or

disabilities are thriving in this nursery. Staff and children use some simple sign language to ensure that everyone is able to communicate and be heard. Staff work closely with parents and outside agencies to ensure that children get the help they need. Additional funding is used well. For example, training for staff on supporting mental health and emotions books were purchased and used successfully to help to improve children's ability to regulate their behaviour.

- Staff focus on promoting children's physical development and health. They provide rich outdoor play opportunities in the stimulating, newly renovated outdoor area. This has been particularly beneficial during the COVID-19 pandemic. Children's physical development is strong.
- Staff give children lots of time to develop confidence and social skills. Children come from diverse backgrounds and differences are celebrated. Staff ensure that children develop awareness of people in the community. Staff and older children have continued to write to residents at the local care home while visits have been required to pause. This is one way they have adapted to the COVID-19 pandemic, keeping a sense of familiarity for children. However, while leaders have a clear intent for how to promote key areas of the curriculum, they have not ensured that all staff can deliver it consistently.
- Parents speak extremely highly of the staff team and the progress their children make. They say they are fully involved and updated, even with the restrictions due to the COVID-19 pandemic. Parents value online communication and comment that babies' care is specifically tailored to meet their needs. Due to the COVID-19 pandemic, teeth brushing in nursery stopped. Therefore, staff sourced toothbrushes to send home for children, to continue to promote their oral health.
- Staff say that they feel well supported by leaders. Staff are rewarded with treats for their positive contributions. Leaders have reduced the level of paperwork to lessen staff's workload, particularly while they have been settling in new children. Staff receive mandatory training. Leaders have begun to provide more individualised professional development to staff. This is to further enhance their knowledge of how to teach children what they need to learn at present and why. This will support them to help all children make the very best progress possible.

Safeguarding

The arrangements for safeguarding are effective.

A strong safeguarding culture is embedded across the nursery. The provider ensures that all staff are well trained and are able to respond to any concerns about a child in their care. Staff are aware of some of the wider aspects of child protection, such as how to spot signs that children are being groomed or drawn into terrorism. They know what to do if they have any concerns about the conduct of a colleague. Vulnerable children, in particular, are well protected. For example, during the pandemic, staff kept in regular contact with the families of children who did not attend.

What does the setting need to do to improve?

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

- strengthen staff's professional development and ensure that they are all aware of and are able to implement a precisely sequenced curriculum that builds on what children know and can do
- improve staff deployment so that staff who know what individual children need to learn next are available to deliver purposeful learning.

Setting details

Unique reference number	2505732
Local authority	Rochdale
Inspection number	10195615
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	74
Name of registered person	Zeenat Day Care Limited
Registered person unique reference number	RP547888
Telephone number	07872834120
Date of previous inspection	Not applicable

Information about this early years setting

Hopwood House Day Nursery registered in 2019 in Heywood, Oldham. The nursery opens from Monday to Friday, 7.30am to 6pm, all year round. The nursery employs 14 members of childcare staff. Of these, 10 staff hold recognised qualifications at level 3 or above, including the manager who holds a recognised level 6 qualification. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The quality of teaching was observed indoors and outdoors and the inspector assessed the impact this has on children's learning.
- The inspector conducted a learning walk and the intent of the curriculum was discussed.
- The inspector observed and evaluated two activities with both of the deputy managers.
- Children and staff were spoken to and the inspector held ongoing discussions throughout the inspection.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the nursery's self-evaluation and checked evidence of staff's suitability.
- Parents' views were obtained.
- Regular meetings were held with leaders.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021