

# Inspection of Crescent Nursery Spotland

Silver St Chapel, Edmund Street, Rochdale, Lancashire OL12 6QG

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Inspection date: 21 March 2022

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

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

### The provision is good

Children are making good progress in their learning and development because staff have high aspirations for what they can achieve. They engage in a good range of interesting and exciting activities that are well planned. Children have a good understanding of the world around them and their local community. For example, they go on daily walks to the local shop, where they purchase fruit. They also visit the library and post letters in the post box, which helps to widen their experiences. Children develop their mathematical knowledge through the range of experiences that promote this aspect of development. They can work out how many fingers they have on two hands and understand quantity as they cut fruit in half.

Children are confident in the nursery. They make choices and decisions about what they want to play with and how they want to play with it. Children use their skills of independence when filling up the water tray and peeling their own fruit. Children develop their understanding of healthy lifestyles, as they brush their teeth daily. They also learn about cavities and why they need to clean their teeth.

Children benefit from a consistent approach to their teaching and learning because there are good partnerships with parents. Parents feel fully involved in the nursery and recognise the warm and nurturing relationships that staff create with their children.

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

- Leaders and managers have a good knowledge and understanding of the early years foundation stage. They use this knowledge well to accurately reflect upon their strengths and areas for development. Leaders and managers are proactive in their approach and continuously drive forward improvements.
- The individual needs of children are well met, as staff work closely with other professionals, such as health visitors and speech therapists. As a result, the needs of children with special educational needs and/or disabilities are addressed.
- Children behave well because staff set out clear rules and boundaries in the nursery and reinforce these throughout the day. Children understand the routine and are confident within the nursery because staff encourage children to test out their own ideas. For example, children choose what they want to paint and how they want to paint it.
- Leaders are clear on the intent for the curriculum, and this is implemented well. Therefore, children receive broad and balanced experiences, which build on their interests. However, children are not always fully challenged in their learning. This does not help them to achieve as well as they could.
- The well-established key-person system ensures that staff and children build

effective relationships with each other. Children are happy and settled in the nursery.

- Children learn about what makes them unique and are developing their self-awareness. They draw pictures of themselves using mirrors, talking about facial features, and making self-portraits.
- Children develop their communication and language skills, as staff talk to them throughout the day and model language. Staff engage in interesting conversations with children and use age-appropriate language. Consequently, all children develop their speaking skills, including those who speak English as an additional language.
- Children are well prepared for their next stage of learning because staff focus closely on what children need to learn next. Staff also work in partnership with schools that children will move on to. This helps to ensure that children are developing the skills they will need in the future.

## Safeguarding

The arrangements for safeguarding are effective.

Staff undertake training, so that they have a good knowledge of the signs and symptoms of abuse. They know how to respond if concerns arise and are aware of the agencies they need to work with. Managers enhance the safeguarding knowledge of staff by giving them safeguarding quizzes, where they have to undertake independent research. Staff carry out effective risk assessments, so that children can play in a safe environment when in the nursery and on outings. All staff are trained in paediatric first aid, so that they know how to respond in the event of an accident or injury.

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

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

- support staff in developing consistently high-quality teaching across all areas of the nursery.

## Setting details

<b>Unique reference number</b>	2503410
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10194388
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Crescent Nursery Spotland Ltd
<b>Registered person unique reference number</b>	RP911673
<b>Telephone number</b>	01706 340385
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Crescent Nursery Spotland registered in 2018. It is situated in Rochdale. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am until 11.30am and 12.15pm until 3.15pm. The nursery employs five childcare staff. Of these, four hold early years qualifications at level 3 and one holds level 5. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Joanne Ryan

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations with the manager.
- The inspector talked to children and tracked the experiences of children in this nursery.
- The inspector held discussions with staff on safeguarding and the curriculum.
- The inspector held leadership and management discussions with leaders.
- The inspector gathered the views of parents.

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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