

Inspection of The Willows Private Day Nursery

49 Bridgefold Road, Rochdale, Lancashire OL11 5BX

Inspection date: 22 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happy and excited to enter. In response to the COVID-19 pandemic, children had been dropped off and collected from the friendly staff at the door. However, parents have recently started coming back inside the nursery. Children respond well to this. They show their parents where their peg is for their belongings and confidently wave them off, before finding the activity they want to join.

Children are safe in this nursery. They seek out staff if they are upset or tired. Staff are close by to respond to children's needs. Children have a positive attitude to learning. They enjoy joining in with a 'dough disco' activity where they model dough in time to music. Children manipulate the dough between their fingers. They also make larger movements with their arms. This helps children to develop the small muscles in their hands and the larger muscles in their arms, ready for writing activities.

Staff have high expectations for children's learning. Children learn about similarities and differences. They learn about what makes them unique. Staff also support children to understand how some people's lives are different to their own. Children are invited to join in with different events to raise money for charity. This supports children to understand the world around them.

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

- Leaders have a clear learning focus for children. Staff understand this, and generally implement it well. They plan activities that capture children's interests. For example, a group of children have great fun experimenting with different-coloured paints to see how they can make new colours. Staff are starting to encourage children to think for themselves and test out their ideas. However, at times, group activities are a little long and narrow in focus. Therefore, some children do not demonstrate high levels of participation and lose interest.
- Staff support children with special educational needs and/or disabilities (SEND) incredibly well. They know children and their individual needs exceptionally well. Children are allocated a key person who works closely with them and their families. Generally, this key person stays with the children throughout their journey through nursery. This provides children with consistent levels of care. Consequently, children with SEND are making very good progress and are well prepared for their next stage in learning.
- Staff support children's communication and language well. Children enjoy listening to stories and looking at books independently. Staff make good use of songs to support children to learn new words. Children enjoy joining in with phonics activities where they can practise making different sounds. Children

confidently sound out their own names when they introduce themselves.

- Children generally behave well in this nursery. Leaders have nursery rules in place. Staff communicate these to children throughout the day. While this strategy works for some children, it is not highly effective for all children. Therefore, some children struggle to regulate their own feelings and are yet to understand how their behaviour has an impact on others.
- Children learn some of the different ways to keep themselves healthy. They enjoy nutritious home-cooked meals. Staff support children to learn about how the food they eat can affect their oral health. Children enjoy practising their teeth brushing skills. They learn how to brush their teeth correctly. This promotes oral hygiene. Children get ample opportunity to play outside in the fresh air. They get lots of exercise as they enjoy riding bikes and scooters along the race track. This supports children's physical development well.
- Leaders support staff well. Staff keep all their mandatory training up to date. Leaders carry out regular supervision meetings with staff. These help to support staff with their own mental health and well-being. Therefore, staff are able to offer good levels of care and education to children.
- Parents speak highly of the nursery. They believe that their children are making good progress with their learning as a direct result of the opportunities staff plan for them. Parents feel confident to continue children's learning at home due to the high levels of guidance staff provide.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a strong knowledge and understanding of safeguarding. They are aware of the possible signs and symptoms of abuse. Leaders and staff know how to correctly report concerns about the welfare of children. Staff have a good knowledge and understanding of the nursery's whistle-blowing procedure. They are confident about how to report concerns about other members of staff, including leaders. Staff carry out regular checks of the indoor and outdoor environments to ensure that they are safe for children. Staff are trained in paediatric first aid and keep this up to date. Staff administer first aid and report accidents to parents correctly.

What does the setting need to do to improve?

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

- support all children to engage in high levels of participation and concentration during group activities
- strengthen systems used to support children to regulate their own feelings and start to understand how their behaviour has an impact on others.

Setting details

Unique reference number	EY308399
Local authority	Rochdale
Inspection number	10218462
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	66
Number of children on roll	131
Name of registered person	The Willows (Rochdale) Limited
Registered person unique reference number	RP910048
Telephone number	01706 654085
Date of previous inspection	5 August 2019

Information about this early years setting

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 teacher status and 28 hold appropriate early years qualifications at level 2 or above.

Information about this inspection

Inspector

Suzanne Fenwick

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 managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of the interactions between staff and children with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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