

Inspection of The Bungalow Day Nursery Ltd

132a Ashton Road, Denton, MANCHESTER M34 3HR

Inspection date: 18 October 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

Staff are committed to giving children the best start in their early education. As a result, children benefit from lots of exciting activities that ignite their curiosity and eagerness to learn. Babies use their senses as they explore the texture of tiny pumpkins and oats. They maintain focus and thoroughly enjoy touching and tasting these new food experiences. As children transition through the nursery, they take responsibility for growing their own vegetables and herbs. This helps them to learn about the lifecycle of plants and how to care for and nurture their home-grown produce.

Children relish their time in this caring environment. This is particularly the case for children with special educational needs and/or disabilities (SEND). Staff are skilled at pinpointing where children need a little help. They adapt the curriculum and use strategies to help children feel fully included. For example, children who prefer to play alone develop confidence as staff 'intrude' into their play. This helps to prepare them for group-time activities. As a result, they are more accepting when other children play alongside them.

Children's well-being is fully assured because the leadership and management team have made all areas safe and secure.

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

- The new manager and staff work well as a team, which provides huge benefits for children. They have made a number of changes to the curriculum so that learning is focused on children's interests and natural curiosity. Although children engage in lots of free play, staff also focus on what they need to learn. As a result, all children, regardless of their starting points, make good progress.
- Children enjoy coming to the nursery. They greet staff with a smile and bound into the nursery ready for a busy day of learning. Parents share this view and speak highly of the staff and the progress their children make. They are delighted their children take part in a wide range of activities and are provided with ideas of how they can continue this learning at home.
- When children start at the nursery, staff work closely with parents and seek information about their children's development. This helps staff to plan for children's individual learning needs. However, staff do not always obtain information about children's behaviour and tendencies, such as whether children have a tendency to bite or climb. This means that they are unable to plan for the specific level of support that some children need at the earliest opportunity.
- From a young age, children develop a love of books. Babies copy words from their favourite story 'Fox's Socks' and toddlers sit reading books independently. They turn the pages competently and show delight as they repeat familiar words

and phrases. Children also have opportunities to select books and story sacks from the nursery's library. Books are very much part of the nursery routine. This provides opportunities for children to learn new words, which helps to widen their vocabulary.

- Pre-school children gain lots of knowledge and skills that help to prepare them for their transition to school. They are independent in their self-care skills and develop their small-motor skills as they use a range of tools. For example, children hold pencils correctly and competently pour water from the teapot as they make pretend beverages.
- For the most part, transitions within the nursery are managed well. For example, as babies move into the toddler room, they are given lots of time to settle and build relationships with their new key person. However, as toddlers transition from indoors to outdoors, the routine is disorganised. This results in some toddlers becoming a little upset, which disrupts their learning.
- Staff, supported by the special educational needs coordinator (SENCo), ensure that children with SEND get the support they need. They have regular meetings with parents and make timely referrals to outside agencies. Although waiting lists for external support are long, children with SEND do not miss out. The SENCo is knowledgeable and knows the children well. She works closely with staff and implements clear strategies so that children with SEND get the education they deserve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have made rapid improvements to keep children safe. Following a recent incident where a child left the nursery unaccompanied, they took prompt action to prevent this happening again. Leaders and managers revised their risk assessments, erected a high fencing around the play area and increased security at the nursery. In addition, staff have undertaken additional training and supervise children closely. These safety measures are effective in practice and help to keep children safe. Staff are knowledgeable on child protection matters. They recognise the signs and symptoms of abuse and know the procedures to follow if they have any concerns. Staff also teach children how to keep themselves safe. For example, as children climb apparatus, they know to climb one step at a time.

What does the setting need to do to improve?

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

- plan and provide increased support for toddlers, to help prevent disruptions to their learning when they move between indoor and outside play
- tighten procedures for seeking information from parents about their children's behaviour and tendencies.

Setting details

Unique reference number	EY392322
Local authority	Tameside
Inspection number	10259217
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	50
Number of children on roll	55
Name of registered person	Bungalow Day Nursery Ltd
Registered person unique reference number	RP908097
Telephone number	0161 335 0484
Date of previous inspection	26 June 2017

Information about this early years setting

The Bungalow Day Nursery Ltd registered in 2009. The nursery is situated in Denton, Tameside. The nursery is open each weekday, from 7.30am until 6pm, for 51 weeks of the year. There are 11 members of staff. Of these, one holds an appropriate early years qualification at level 5, six hold level 3 qualifications and three hold level 2 qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk around the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- Discussions were held with the leadership and management team.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and staff throughout the inspection.
- A meeting was held with the SENCo.
- The inspector viewed a sample of documentation, including staff suitability checks.

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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