

Inspection of Wendy's Private Nursery & Pre-School Group

Premier House, Longford Street, Heywood, Lancashire OL10 4NH

Inspection date: 11 November 2022

Overall effectiveness	Good
------------------------------	-------------

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 are content in the setting and happy to play alongside others. For example, they laugh as they play hide and seek with their friends and the staff. Children demonstrate good behaviour and are well cared for by staff who are warm and welcoming. Children are developing their independence and take pleasure in completing tasks for themselves. For example, young children feed themselves and older children pour their own drinks. Children enjoy using their imagination and engaging in role play. For example, they dress up as nurses and doctors and help to make each other better.

Children demonstrate positive attitudes to learning. For instance, they experiment with pressing gems into dough, observing what will happen. Children learn new things as they are supported by staff who have high expectations of them. For example, toddlers work out that water will spray out of the bottle if they press the trigger. Children make good progress in their learning and development as they participate in the range of experiences on offer, indoors and outdoors. Children are developing their love of books as they read stories and use books on a daily basis.

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

- Staff focus on broadening children's horizons by providing them with experiences they have not encountered before. For example, children go to the zoo, undertake walks in the local area and watch flowers grow. This supports children to engage in a wide breadth of experiences, which develops their understanding of the world around them.
- Staff have established good partnership working with parents. They update parents on a regular basis and share 'story sacks' so that parents can continue children's learning at home. This supports children in receiving a consistent approach to their care and education. Parents comment on how happy they are with how their children have been supported at the nursery.
- Staff find out a wide range of information about children's home lives, which means that they know them well. However, staff do not always ensure that children's backgrounds or cultures are reflected in the setting. This means that children cannot fully explore what makes them unique.
- Staff support children to take appropriate risks and solve problems. For example, children use balance and control to navigate climbing equipment. They are skilled at working out what their own limitations are and how to manoeuvre the equipment. This enables children to think about what they need to do to keep themselves safe and allows them to build good body strength and control.
- Children are learning how to work together and cooperate. For example, they play board games, take turns and wait patiently. This contributes towards children making good progress with their social skills as they learn how to

interact with others.

- The manager is knowledgeable and supports staff to improve their practice. However, she has a number of additional responsibilities within the nursery. For example, she has been cooking meals for the children while recruiting a new cook. This means she does not consistently target the staff's practice closely enough to help raise their good practice to an even higher level.
- Children with special educational needs and/or disabilities are well supported. Staff recognise and respond to the individual needs of each child, and they adapt the provision. This helps children to feel included and ensures they receive the extra support they need.
- Staff use games with children to help them develop their mathematical knowledge. For example, children participate in activities where they have to recognise and match three-dimensional shapes. This improves their understanding of a range of different shapes.
- All children participate in daily outdoor experiences and access fresh air and exercise. They run, ride bicycles and jump on the trampoline. This supports children in participating in healthy lifestyles.
- Staff are good role models and reinforce their expectations of children's behaviour. They offer praise and encouragement to children, which helps to build children's confidence and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of the signs and symptoms of abuse, and they know how to respond should any concerns arise. This means that they can respond quickly if the need occurs. Staff are clear on the procedure to follow if they are concerned about the behaviour of a colleague. This helps to reduce any potential risks to children. Leaders assure themselves of staff practice in relation to safeguarding. For example, they pose safeguarding questions and scenarios to staff. This supports staff to keep their knowledge up to date.

What does the setting need to do to improve?

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

- help staff to consider the importance of celebrating children's backgrounds and cultures in order to help children reflect on their differences and understand what makes them unique
- focus more precisely on the ongoing support for staff to help raise their practice to an even higher level.

Setting details

Unique reference number	316470
Local authority	Rochdale
Inspection number	10234513
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	1 to 4
Total number of places	71
Number of children on roll	62
Name of registered person	Alpha Six Limited
Registered person unique reference number	RP535178
Telephone number	01706 622 207
Date of previous inspection	11 January 2017

Information about this early years setting

Wendy's Private Nursery & Pre-School Group registered in 2000. The nursery employs 17 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2, 3 or 4. The nursery opens from Monday to Friday, except one week at Christmas. Sessions are from 7am until 6pm. 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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.

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 2022