

Inspection of Quadrant House Private Day Nursery

2 Reynard Street, HYDE, Cheshire SK14 2HW

Inspection date: 1 June 2023

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 create a friendly and warm atmosphere. They greet children with an enthusiastic welcome each morning. Children arrive happy and settle quickly. This is a friendly nursery where children are content and eager to learn. Children are provided with opportunities to practise what they already know and also to try new things. Staff have high expectations of children and teaching provides challenge to extend knowledge and skills beyond current capabilities. For instance, children are encouraged to half-fill, fill and empty containers. This challenging task extends children's knowledge of measurements and quantity in very practical, hands-on ways. Children are curious to learn. This curiosity and intrigue creates a foundation to learning through exploration. They eagerly find hidden numbers in sand, squealing and giggling as they locate the missing items. Children begin to recognise numbers during this exciting task. Mathematics is skilfully weaved into everyday play. Children enjoy books. Stories are delivered in an animated and fun manner. Staff's enthusiasm, humour and energy help to excite children about literacy. This promotes a love of reading from a very early age.

Staff praise children continually and small rewards are used to help to celebrate children's achievements. Children behave well. They understand what is expected of them, follow instructions and are helpful and considerate towards others. For instance, children show delight when they help their friends at lunchtime. They show a sense of self-worth, emotional resilience and friendships flourish. The manager is acutely aware of the impact the recent COVID-19 pandemic has had on families and children. Staff report that children's emotional confidence has been affected by recent lockdown restrictions. In response, activities specifically aimed to build children's emotional confidence and social skills are provided. Children enjoy their time in this friendly and stimulating nursery.

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

- Teamwork amongst staff is strong. Staff are respectful and polite towards each other. They delegate tasks and share responsibilities fairly between themselves. This ensures children's needs are quickly met and children witness how to work well with others. Many staff have worked at the setting for a number of years. Staff consistency provides reassurance and familiarity for children. This contributes to children's secure emotional well-being.
- Learning in this nursery is fun. Children enjoy a broad range of well-planned activities and games. They remain continually busy and learn through play and exploration.
- Teaching is good. Notably, staff are attentive role-models. They play with children and suggest ideas to extend learning. Staff take great pride in their roles as teachers and nurture children through their skilful interactions.

- Staff make good use of questioning to develop older children's vocabulary and language skills. Younger children hear plenty of repetition. Singing helps to improve children's already good communication skills through rhythm and rhyme. All children become confident communicators.
- Children with special educational needs and/or disabilities are very well supported and make good progress. Excellent links with wider professionals and external agencies are established, and children receive tailored care to meet their unique needs.
- Staff carefully observe children. These ongoing and well-established observation systems help staff to know what children like and can do. Staff use this knowledge to plan tailored activities with appropriate challenge. Children are well supported and make good progress.
- Staff share regular updates with parents about their children's experiences at the end of each day. Communication with home is good. However, staff do not regularly share practical, simple ideas to encourage parents to continue their children's learning outside of the setting. A stronger collaborative approach will help to speed up learning and development.
- The nursery owner and management team are ambitious. The overarching aim and driving principles for the nursery are for children to be happy and make good all round progress. However, there is not currently a precise plan to focus improvement and drive development rapidly.

Safeguarding

The arrangements for safeguarding are effective.

All staff have secure knowledge of their safeguarding responsibilities and these are at the fore of everyday practice. Staff know how to respond to safeguarding concerns and escalate these, following the setting's internal safeguarding policy and wider local authority guidelines. Risk assessments are completed regularly, and staff respond to changes in the environment to ensure that children play and learn in a safe and secure space. Children's health is promoted by well-established personal hygiene routines, such as frequent handwashing. Health and safety checks of equipment, such as fire extinguishers and electrical equipment is routinely completed. This is a safe environment for children to flourish.

What does the setting need to do to improve?

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

- strengthen partnerships with parents. Provide practical, simple ideas for parents to continue to support children's learning at home and help children to make rapid progress
- consider the views of parents, staff and children and identify clear targets to improve and raise already good outcomes for children even more.

Setting details

Unique reference number	EY463834
Local authority	Tameside
Inspection number	10289372
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	2 to 9
Total number of places	42
Number of children on roll	33
Name of registered person	Quadrant House Private Day Nursery
Registered person unique reference number	RP903276
Telephone number	0161 222 3455
Date of previous inspection	22 November 2017

Information about this early years setting

Quadrant House Private Day Nursery was registered in 2013. The nursery employs seven members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, for 51 weeks of the year, except for bank holidays and a week at Christmas. Sessions are from 7.30am until 6pm. It offers wrap-around care to children who attend the local primary school. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager, deputy manager and inspector completed a learning walk around the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector observed teaching and learning, both indoors and outside, and evaluated the impact of adult interactions on children's development.
- The inspector held discussions with children, staff, parents and the management team at various times during the inspection. Their views and comments were considered.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.

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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