

# Inspection of 1st Safari - Genesis (Rochdale)

142 Manchester Road, Rochdale, Lancashire OL11 4HA

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Inspection date: 31 May 2023

<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 happy in this welcoming nursery. They arrive with smiles on their faces, ready to learn as they play. Children and staff celebrate their own cultural heritage and that of their friends. Children learn familiar words in different languages and meaningfully celebrate significant cultural events. This helps to prepare them well for life in modern Britain. Children take responsibility for the care of herbs that they grow from seed and learn what plants need to survive. Their successes are used in meals that are served in the nursery, helping children to learn where the food on their plate comes from. The focus on care and consideration extends to the nursery's pet guinea pigs. Children embrace the responsibility of feeding and brushing the animals, and handle them kindly. Children thrive on the education that they receive.

From a young age, children develop impressive physical skills. They learn to balance on and manoeuvre wheeled toys, and to clamber up challenging climbing frames. Children focus on learning for extended periods of time because staff plan activities in response to their interests. This helps to keep them engaged. Older children learn how to take turns, for example, when they play memory games with staff. They show strong regulation of their emotions when they do not win, and they kindly congratulate the winner. Young children squeal with delight as they explore the cold feeling of ice on a hot day. They build on their working memory as they recognise the flowers preserved in the ice from previous activities. Children make good progress in all areas of learning.

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

- The nursery manager has a precise understanding of what they want children to learn and why. This is informed by meaningful observations of staff practice and analysis of the progress that children make in their time at the nursery. The curriculum provides children with a wide range of experiences and opportunities that they might not otherwise have. Children receive a broad and balanced education that supports their continued development.
- Overall, the education that children receive in relation to their communication and language is positive. Staff help children to develop a love of books and being read to. Children enjoy singing and talking with staff, which helps to develop their confidence and vocabulary. However, occasionally, some young children spend extended periods of time with a dummy in their mouth and some staff do not repeat words correctly if children mispronounce them. Some staff do not realise that some of their practice does not support speech, language and communication development in the best ways possible.
- Parents are complimentary about the nursery. For example, they comment about how staff have worked with them to implement consistent approaches

that have improved children's behaviour both in nursery and at home. They explain how this close working with key staff ensures that the nursery 'recognises children's uniqueness, meaning they always come home happy'.

- Staff talk about the positive working culture in the nursery. Experienced staff praise the support for their well-being from leaders, and the encouragement for ongoing professional development. New and less-qualified staff talk about the constructive feedback that they receive to improve their practice. This helps to raise outcomes for children.
- The nursery manager ensures that all children receive an education that is tailored to their needs. For children with special educational needs and/or disabilities, or for children on the pathway to diagnosis, skilled support is sought from the outset. The nursery works closely with partner agencies and parents to provide targeted support in and out of the setting. Staff working directly with these children receive the training and development needed to help them progress. This helps children to make the best progress they can.
- Preparation for children's eventual move to school is the golden thread through the education provided. Children's learning is built sequentially. For example, babies learn to drink from open beakers, and toddlers learn to wash their hands and go to the toilet independently. By the time that they are in the pre-school room, children confidently serve their own food, put on their own coats and shoes, and play considerately with their friends. Staff at the nursery help children to learn these important personal and social skills, making the transition to school as smooth as possible.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are particularly rigorous in ensuring that all staff develop a deep and secure knowledge of their safeguarding responsibilities. They ensure that staff access expert training from local authority partners. This is tailored to local challenges and enhances staff knowledge. Leaders also provide staff with access to online training throughout the year to keep their knowledge fresh. The nursery manager further bolsters staff knowledge through in-house meetings. Staff are aware of indicators of abuse and what to do if they are worried about a child. They are equally confident in the action that they would take should they witness a child being treated inappropriately. Staff know to report concerns to outside agencies should they feel that concerns raised are not being appropriately dealt with.

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

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

- help all staff to consistently understand and implement robust ways to support children's communication and language development.

## Setting details

<b>Unique reference number</b>	2579249
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10264967
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 5
<b>Total number of places</b>	87
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	1st Safari Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905110
<b>Telephone number</b>	01706 353 777
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

1st Safari - Genesis (Rochdale) registered in December 2020. The nursery is located in Rochdale. It operates all year round from Monday to Friday between 8am and 6pm, except for bank holidays. There are eight members of childcare staff employed. There are two members of staff who hold an appropriate early years qualification at level 6, four hold qualifications at level 3 and two hold qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Richard Sutcliffe

## 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 provider and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff 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 special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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