

Inspection of Seeros Daycare Nursery Ltd

Seeros Daycare Nursery, Trafalgar Centre, Belfield Road, ROCHDALE, Lancashire
OL16 2UX

Inspection date: 11 June 2024

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff are welcoming of families and create positive bonds with children. Great care is taken to learn about, and celebrate, the diversity of cultures and languages in the setting. Staff's nurturing interactions help children feel safe and secure. Children settle quickly into nursery routines and are eager to start their day. Staff have high expectations of children's behaviour. They consistently remind children of the nursery's golden rules. For example, children know to hold the banister as they climb up and down the stairs. This helps children learn how to move around the nursery safely.

Leaders create an ambitious curriculum for all children, including children with special educational needs and/or disabilities (SEND). Children with SEND benefit from knowledgeable staff, who understand how to meet their individual needs. Staff are skilled at interacting with children and engage them in ambitious learning experiences. Babies show impressive listening and attention skills as they become immersed in their singing and rhyme time. They practise making animal sounds and saying single words as they cheerfully complete actions to the songs. Older children explain the meaning of the words 'author' and 'illustrator' as they share books together. Staff motivate children into learning well.

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

- Leaders have designed a strong curriculum to support children's communication and language development. Some staff know precisely what key vocabulary they want children to acquire. They help children achieve this through their high-quality interactions. However, some staff are less skilled. At times, they do not have a firm understanding of the key vocabulary they want children to learn. This means that the intended curriculum for communication and language is not being implemented consistently.
- Staff use their in-depth knowledge of what children know and can do to adapt their planning to focus on children's changing interests. For example, they use children's interest in cars to build on their learning through a visit to the local garage. Staff plan appropriate next steps in children's learning. All children are motivated in their learning and make good progress from their starting points.
- Staff value and promote children's understanding of diversity well. They talk to families about the beliefs that are important to them. Staff plan experiences for children to learn about cultural differences. For example, parents are invited into the nursery to read traditional stories to children in their home language. This helps children develop an understanding of the similarities and differences between themselves and others.
- Staff provide ample opportunities to support children's growing independence. At mealtimes, children set the tables, serve themselves, pour their own drinks and

confidently wash and dry their dishes. Young children are encouraged to persevere and successfully put on their coats. These opportunities help children feel proud of the tasks they have accomplished.

- Partnerships with parents are a key strength of this setting. Staff visit children in their home environment to help them prepare for starting at nursery. Family members are invited into the nursery to attend regular stay-and-play sessions, grandparents' days and parents' evenings. Parents comment on how they are continuously updated about children's learning and guided on how they can continue this at home. This further promotes their children's development.
- Children behave well. Staff are positive role models of expected behaviours at the setting. They teach children to listen to each other when they are talking. This helps children see the behaviours that staff expect of them, so they learn to be respectful and kind to one another.
- The special educational needs coordinators have established effective partnerships with parents and other professionals involved with children's care and learning. They accompany parents to visit specialist schools to provide guidance and support. Managers carefully consider how additional funding can be used to support learning. This helps to ensure that children with SEND receive consistent support in their learning and development.
- Staff implement the curriculum for physical development effectively. They prioritise copious opportunities for children to climb, balance and run around in the outdoor area. Children begin each day at nursery playing with their friends in the outside areas. They giggle with glee and show great skill as they confidently ride around on tricycles. This helps to develop children's large-muscle movements.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance coaching and mentoring opportunities for all staff to further support children's communication and language development.

Setting details

Unique reference number	EY413619
Local authority	Rochdale
Inspection number	10335487
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	73
Number of children on roll	116
Name of registered person	Seeros Daycare Nursery Ltd
Registered person unique reference number	RP906528
Telephone number	01706 344201
Date of previous inspection	18 June 2018

Information about this early years setting

Seeros Daycare Nursery Ltd registered in 2008. The nursery employs 20 members of childcare staff, all of whom hold early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, except for Christmas. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke with several parents during the inspection and took account of their views.
- Staff and children spoke to the inspector during the inspection.
- 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 joint observations of group activities with the managers.
- A leadership and management meeting was carried out with the inspector and the managers.
- The inspector reviewed relevant documentation, including the arrangements for paediatric first-aid training.

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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