

# Wells House Kindergarten

Ringley Road, Stoneclough, Radcliffe, Manchester, M26 1FS



## Inspection date

8 May 2015

Previous inspection date

15 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress based on their starting points, and are well prepared for their future learning because the quality of teaching is good across the nursery.
- Staff make good use of the assessment tools they have and use their daily observations of children's play, to plan activities that are interesting and offer realistic challenges. As a result, children are motivated to learn and explore.
- Children follow good hygiene routines. They enjoy healthy meals and snacks, and independently brush their teeth during the day, which promotes their good health.
- Children are very settled and content because staff provide a caring and nurturing environment, particularly for the young babies. Children form strong attachments with staff. As a result, children's emotional well-being is positively promoted.
- Staff have a good understanding of safeguarding procedures. This is underpinned by effective policies. Consequently, children's safety and well-being is supported.
- The management team demonstrates a strong commitment to promoting high-quality childcare. Regular training opportunities undertaken by staff ensure qualification levels are high and they are equipped with the skills and knowledge to provide quality care and learning. This has had a positive impact on the learning experiences offered to children, particularly babies.

### It is not yet outstanding because:

- There is room to enhance how children's development is shared with parents, and increase further the opportunities for parents to share their child's learning taking place at home.
- Opportunities for staff to learn from each other and share their best practice are not fully in place.

## What the setting needs to do to improve further

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

- build on strategies to exchange children's development information with parents, and increase ways in which parents share their knowledge of what their child learns at home
- enhance performance management, for example, by extending opportunities for all staff to observe and evaluate each other's practice, so that they can consistently improve their already good understanding and develop their practice to outstanding.

### Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed activities and the quality of teaching in all three age groups, inside and outside.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection, and held meetings with the provider and management team.
- The inspector carried out three joint observations with the manager.
- The inspector looked at children's assessment records and discussed the systems for planning children's learning experiences.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

### Inspector

Joanne Parrington

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff enjoy taking children on a journey and watching them develop key skills for future life and learning. Every child receives tailored play experiences based on their current stages of development and interests. Babies have space to move freely, developing their physical skills as they begin to master walking. They enjoy sensory activities, such as exploring and playing with powder. Babies explore the mixture, making marks in it with fingers and toes. Pre-school children are excited to explore cultural differences and enjoy learning French to enhance their knowledge of the world. The nursery makes good use of parents' skills, for example, a parent comes into nursery to read a story. Pre-school children are engaged and enjoy threading cereal hoops onto pipe cleaners, making their own super worm. Parents are well informed about their child's development and are encouraged to be involved. An example of this is the development of home packs, which contain information cards and resources of activities to support their child's learning further. However, how information about children's development is shared with parents and how parents share their child's learning at home is not highly effective. This means staff do not have a complete picture of children's development to ensure a fully cohesive approach to promoting children's learning.

### **The contribution of the early years provision to the well-being of children is good**

Children and their families are welcomed into this friendly nursery. Children develop a close relationship with their individual key person. This ensures that their needs are well met. Settling-in visits enable staff to speak to parents and gather all the information they require. Children quickly become more familiar with their new surroundings and their new routines. Children are physically active as they access the well-designed and well-resourced outdoor areas. Furthermore, children take part in a range of extra-curricular activities, such as dance and swimming. This supports children's skills for future life and helps build their confidence. Children are very well behaved and display a calm and caring nature towards their friends.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team implements the legal requirements well. Together with the staff team they work continuously to improve the nursery and include the views of the children and their parents. As a result, previous actions and recommendations have been addressed, and regular action plans are set for further developments of the nursery. The manager reviews children's progress and carries out observations of staff practice, which results in children having good quality care and learning opportunities throughout the day. However, professional development opportunities are not yet highly effective in raising teaching to the highest level. For example, staff are yet to fully embrace opportunities to evaluate their colleagues' skills, so that they can share their good practice and raise the quality even further. Partnerships with the local authority are good and have had an increased benefit to the nursery, particularly in the last 12 months.

## Setting details

<b>Unique reference number</b>	316028
<b>Local authority</b>	Bolton
<b>Inspection number</b>	1010699
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Playsafe Nurseries Limited
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	01204 571 777

Wells House Kindergarten was registered in 1996. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 17 members of staff including the manager. Of these 15 hold appropriate early years qualifications.

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