

Wells House Kindergarten

Ringley Road, Stoneclough, Radcliffe, Manchester M26 1FS



Inspection date	7 August 2018
Previous inspection date	8 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Good	2
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Summary of key findings for parents

The provision is good

- The experienced and long-standing management team is committed and passionate. They have high aspirations for the quality of the nursery. The management team regularly create clear targets to help them to improve further. Since the last inspection, they have forged links with local primary schools and nurseries and together they share good practice.
- The environment is highly stimulating. Each area is carefully planned to capture children's interest and to support their development. For example, older children benefit from a vast range of activities and interesting resources aimed specifically at supporting their literacy skills.
- A wealth of information is exchanged between staff and parents. Staff offer well-targeted support for parents to extend children's learning at home. For example, parents are offered activities and professional advice, such as tips on promoting children's speech. This contributes to the good progress that children make.
- Staff provide a consistent approach to promoting children's positive behaviour. For instance, staff working with very young children use picture cards to communicate positive messages, such as kind hands. Older children help to create the rules which are displayed in their room. All children's behaviour is good in relation to their age.

It is not yet outstanding because:

- At times, routines can be too rigid and staff interrupt children's engagement in play and activities.
- Observations and assessments of children's learning are good. However, the systems used for older children are not yet consistently sharply focused and rigorous.

What the setting needs to do to improve further

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

- adapt routines so that children can become even more involved in play and activities to help to maximise their learning
- strengthen the already good system for observing and assessing older children's learning further, so that staff gain an even greater insight into their development.

Inspection activities

- The inspector observed the quality of teaching during activities and free-play inside and outdoors. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held meetings with the senior management team. She viewed a range of documents, including children's records and evidence of the suitability of adults working on the premises.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Managers implement many systems to help keep children safe. For example, they review children's accidents and identify any common causes. This enables them to prevent further occurrences, where possible. All staff are knowledgeable about the potential indicators of abuse and reporting procedures. Managers use their expertise to coach and support staff. They offer staff regular supervisory sessions. Staff receive incisive feedback to help them develop their skills and knowledge. For example, managers record adult-led activities and together with staff, they evaluate their teaching. Professional development for staff is carefully planned to target areas that staff require support. Overall, managers monitor children's progress well. For example, through monitoring they identified that children's communication and language required further support. They ensured that staff accessed specific training. This has had a positive impact on staff's teaching and children's progress.

Quality of teaching, learning and assessment is good

Well-qualified staff provide interesting activities for children. Children under two delight as they explore a tray set up to replicate a farm. Staff clearly model words and sounds and children make wonderful attempts to copy them. This helps to develop their early speaking skills. Staff play alongside two-year-old children in a large sand pit. They encourage children to take turns to fill a bucket using small spades. Children know when the bucket is ready to turn over and use simple mathematical language, such as 'full' and 'big'. Staff continue to promote mathematical learning as they count with children to reveal their castle. Three-year-old children enjoy an activity based on exploring emotions. They each choose a stone that displays various facial expressions. Children think about the reasons why they might be feeling a certain way. For example, they say that they might be shocked when a balloon pops. This helps children to build on their already good thinking and speaking skills.

Personal development, behaviour and welfare are good

Staff place great emphasis on supporting children's emotional well-being. For example, younger children's care routines are adapted based on daily conversations with parents. Staff provide older children with a role play area equipped with school uniforms and photo albums from local primary schools. This helps children to become familiar with the types of things that they may experience when they start school. Children's independence is well supported. Children of all ages engage in self-care which is appropriate to their age. Older children enjoy being the helper for the day and show pride in wearing the helpers medal. They are self-motivated as they find children's named water bottles and serve meals. This helps to raise their confidence and self-esteem. Children benefit from a range of opportunities that help to support their physical well-being. Staff take children swimming and on a weekly walk to a woodland area.

Outcomes for children are good

All children, including children with special educational needs and/or disabilities make good progress. Children develop the key skills they will need for future learning and school. For example, older children recognise letters, sounds and familiar words.

Setting details

Unique reference number	316028
Local authority	Bolton
Inspection number	10061272
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	60
Number of children on roll	68
Name of registered person	Playsafe Nurseries Limited
Registered person unique reference number	RP519523
Date of previous inspection	8 May 2015
Telephone number	01204 571 777

Wells House Kindergarten registered in 1996. The nursery opens Monday to Friday, from 7.30am until 6pm, all year round, excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 15 members of childcare staff. Of these, four members of staff hold appropriate early years qualifications at level 5, one at level 4, six at level 3 and three at level 2. One member of staff is unqualified.

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