

# Supertots Day Nursery

191 Edenfield Road, Rochdale, Lancashire, OL11 5AF



## Inspection date

1 February 2017

Previous inspection date

9 September 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team has worked hard with the local authority adviser to address improvements needed in the setting. For example, robust systems are now in place to support the safe administration of medication to children.
- The management team has rigorous systems in place for supervision and observation of staff practice. This helps to continually support and improve the quality of their teaching overall.
- Staff plan for activities that follow children's individual interests and support what they need to learn next. This helps children to make good progress during their time in the setting.
- Children's independence is effectively fostered. They make their own choices in play and learn how to do things by themselves, for example, helping to serve their own food at mealtimes and putting their own coats on when going outdoors.
- Staff sensitively support children's personal, social and emotional development through play. This effectively promotes positive behaviour, self-esteem and confidence.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to fully promote and extend children's language and communication skills.
- Staff do not consistently engage all parents and providers in contributing their own information or views about children's ongoing learning and assessment.

## What the setting needs to do to improve further

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

- exploit opportunities to enrich children's language and communication skills further
- encourage parents and other providers to consistently contribute their own information or views about children's ongoing learning and assessment in the setting, at home and when moving on to school.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, deputy manager and teacher. She looked at relevant documentation, such as children's assessment records and evidence of the suitability of staff working in the nursery. The inspector discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff show knowledge of child protection issues. They understand what action to take if concerned about the welfare of a child. Safeguarding practice has been significantly improved. For example, thorough daily checks are completed by managers with ongoing risk assessments carried out by staff. This helps to identify and remove any potential hazards for children. The majority of staff hold relevant childcare qualifications. They access professional development opportunities, which are targeted to the needs of staff and children. For example, they attended mathematics training when it was identified as an area where fewer children made good progress. The management team has a detailed development plan in place with clear actions to drive further improvement. Parents and children are encouraged to reflect on the effectiveness of the provision. For example, older children take part in committee meetings and discuss changes they would like to see, such as making pizzas for lunch.

### Quality of teaching, learning and assessment is good

Staff find out what children can do and already know when first starting at the setting. They use this information, with their own observations, to plan activities that are well-suited to individual needs and interests. For example, babies are well supported to try new experiences, such as exploring foam with all their senses. Staff model how to make marks in the foam and use numbers as they build a tower. Older children identify the initial sounds in words while they play a matching game. This helps to support children's literacy skills well. Staff monitor children's progress closely and parents are kept well informed about their children's learning through daily discussions, parent's evening and viewing pictures and observations on the online system.

### Personal development, behaviour and welfare are good

Staff have worked closely with the local authority adviser to make positive changes. Children are focused and show good concentration while playing. For example, babies explore a variety of interesting items from baskets. Younger children use their imagination while pretending to go to the shops. Older children order from menus in the 'Chinese restaurant'. All children enjoy access to outdoor play. They practise balancing across wooden planks, play football and create pretend food in the mud kitchen. This helps to promote their physical well-being. Relationships between staff are strong and they develop close bonds with the children. They support children well during care routines, such as toileting and washing hands. This helps to foster children's emotional well-being.

### Outcomes for children are good

Children make good progress during their time in the setting. This includes children who have special educational needs and/or disabilities and those who receive additional funding. Children grow in confidence and develop their social skills. They make their own decisions and use problem-solving skills. They learn how to use computers and find out about shapes, numbers and measurement. They learn about sounds and letters and enjoy making marks in a variety of materials. This supports children to develop key skills for their future and in preparation for school.

## Setting details

<b>Unique reference number</b>	316462
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1073381
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	86
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Supertots Day Nurseries Limited
<b>Registered person unique reference number</b>	RP909621
<b>Date of previous inspection</b>	9 September 2016
<b>Telephone number</b>	01706 356 021

Supertots Day Nursery was registered in 1989. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The early years teacher also holds qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays and at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

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