

Hopwood Hall College

Nursery



Hopwood Hall College, St. Marys Gate, ROCHDALE, Lancashire, OL12 6RY

Inspection date	27 June 2016
Previous inspection date	14 November 2011

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

- Staff have a thorough understanding of the early years foundation stage. All children make good progress from their individual starting points. Staff are very supportive and the quality of teaching and learning is good.
- Children have formed positive attachments with staff. Children are settled and confident. Staff understand children's individual needs and support them well. Children's achievements are celebrated and behaviour is good.
- Partnerships with other professionals are in place that support children's individual care and learning needs. Children who have special educational needs are cared for by knowledgeable staff. Children who speak English as an additional language are supported well.
- Leadership and management are strong. The management team evaluates the service provided and welcomes the views of others to drive further improvements. Staff work well as a team and attend regular training and staff meetings to continually refresh and develop their knowledge.

It is not yet outstanding because:

- Information gained from parents does not consistently contain detailed information about children's development and stage of learning, in order to better inform ongoing assessment.
- Occasionally, planned activities can be delivered in a very structured way, which does not always enable specific support to be offered to all children.

What the setting needs to do to improve further

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

- develop ways to consistently gain information from parents about children's individual developmental stage and ability
- enhance focused activity sessions to ensure that they are flexible to meet the needs of children who attend the nursery on different days.

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 completed two joint observations of teaching with the nursery manager and deputy manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are aware of the actions to take if they have concerns about a child's welfare. The management team strives to provide a quality provision for children. In recent weeks the nursery has been flooded and has been operating from a temporary premises. Staff have coped with this admirably and have done all they can to minimise disruption to the children in their care. Staff develop their knowledge and share practice through regular meetings and training opportunities. There are effective supervision sessions and appraisal systems in place. Assessment procedures are good. Staff complete regular summaries of learning, which allows any gaps in children's development to be identified. Appropriate support strategies are then put into place. Partnerships with other professionals directly contribute to supporting children's needs and preparing children for the next stage in their learning.

Quality of teaching, learning and assessment is good

Staff play alongside children and complete regular observations to assess their developmental stage. Staff support children's learning well as activities interest children and engage them in learning. A key strength of the nursery is how staff support children's communication and language skills. They are very adept at asking questions that support children's thinking skills and leave enough time for children to consider their response. All areas of learning are supported. For example, children enjoy exploring mathematical concepts through sorting items into groups, identifying colours and looking at the different properties of two-dimensional shapes. Partnerships with parents are in place and learning at home is supported. For example, children enjoy taking home a teddy and completing a diary about his adventures each weekend.

Personal development, behaviour and welfare are good

Staff provide a friendly environment where children are warmly welcomed and their needs are supported. For example, they comfort children and offer reassurance if they are a little unsettled. Staff are positive role models and promote positive behaviour throughout the day. They regularly praise children and encourage good manners, such as when children eat lunch. Children have the opportunity to learn about the local community and the wider world. For example, they go on regular outings in the local community. Children's physical well-being is promoted through daily access to outdoor play, music and movement sessions and by eating a range of healthy options at mealtimes. Partnerships with other professionals are in place that support children's individual needs while at nursery and when they leave. For example, staff share information about children's learning and development as children prepare to move to school.

Outcomes for children are good

All children are progressing well in all areas of learning. Activities support children's current interests and encourage them to work towards their next steps in learning. Children are confident communicators and are motivated and active learners. Children are well prepared with the key skills they will need for the next stage in their learning, including the move to school.

Setting details

Unique reference number	316317
Local authority	Rochdale
Inspection number	868353
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	30
Name of registered person	Creche-N-Co Ltd
Registered person unique reference number	RP905979
Date of previous inspection	14 November 2011
Telephone number	01706 345 346 ext 2247

Hopwood Hall College Nursery was registered in 1991. It is one of five nurseries run by Creche 'n' Co Limited. The nursery employs seven members of childcare staff, all who hold an appropriate early years qualification at level 3 or above. The nursery opens from Monday to Friday all year round except for the bank holidays and one week over the Christmas period. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who have special educational needs and children who speak English as an additional language.

This inspection was carried out by Ofsted 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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