

# Hyde Woodland Day Nursery

Gordon House, Gordon Street, HYDE, Cheshire, SK14 1PL



<b>Inspection date</b>	4 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 strong management team has high expectations and a secure vision. They constantly set high expectations to drive forward plans for improvement. Parents' and children's views are extremely important and are gathered using highly effective systems. Changes are implemented swiftly from feedback received.
- Well-qualified staff are deployed effectively around the nursery and they demonstrate good teaching skills. The skilful staff play alongside children, challenging and motivating them to learn, based on a secure understanding of what each child needs to learn next. Children make consistently good progress across all age groups.
- Children are happy and settled and greet their key person with excitement as they arrive. Staff know each child well, which helps them to support their physical and emotional well-being. Children's self-esteem is raised consistently. For example, staff celebrate children's achievements and children are awarded star of the day.
- The nursery environment, both indoors and outdoors, is well organised, well resourced, stimulating and inviting. Children benefit from additional areas within the nursery, such as a sensory room and a soft-play area. They have many opportunities to develop physical skills and are eager to access the areas.

### It is not yet outstanding because:

- At times, pre-school children are not fully supported to understand how things work and why things happen.
- Arrangements for monitoring staff's practice are not fully focused on raising the quality of teaching to an outstanding level.

## What the setting needs to do to improve further

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

- provide more opportunities for pre-school children to learn about why things happen and how things work
- sharpen the focus of monitoring procedures for staff to raise the already good quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching across all age groups and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector talked to staff and children throughout the inspection.
- The inspector held a meeting with the registered person, deputy and a manager from another setting within the nursery group.
- The inspector looked at relevant documentation, such as, a sample of policies and procedures, risk assessments and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents and a grandparent during the inspection and viewed written feedback provided prior to the inspection, and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers and staff have an excellent understanding of the potential signs of abuse and are confident in all reporting procedures. Policies, procedures and risk assessments are in place, which help to keep children safe. For example, security measures to enter the building are given high priority. Staff benefit from an extensive induction when they first start, which helps them to understand their roles and responsibilities. Regular supervision sessions, generally, help to improve staff practice. A two-way process is used between staff and managers to identify training needs and training is purposeful and effective. Managers have systems in place to check the progress made by children and any gaps in learning are identified swiftly. Links with external agencies are in place and accessed when required.

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

Staff work with parents to gather accurate information about children's developmental stage when they first start. This helps staff to plan precisely from the very beginning. Staff regularly and accurately observe and assess children's progress. Parents are well informed about their child's achievements through regular updates. Staff support babies' early word construction well. They play at their level maintaining eye contact and modelling simple words, such as animal names. Babies make wonderful attempts to copy staff and their efforts are praised with genuine excitement. Toddlers confidently access activities of their own choosing. They play in small groups, developing physical skills as they press, roll and cut dough. Staff engage pre-school children in exciting activities, which help children to develop early literacy skills. Children find letters made out of ice hidden in foam and use them to make and create their names.

### Personal development, behaviour and welfare are good

There is a strong focus on developing all children's self-care skills. For example, pre-school children serve their own lunches using ladles and tongs. Healthy lifestyles are well promoted. Children are offered healthy food choices and talk about the reasons they must wash their hands. Children's behaviour is excellent. They have a good understanding of the rules in place to keep them safe. For example, children talk about not running outside when it has been raining in case they slip. Children explore a range of cultural celebrations. For example, staff have recently engaged children in activities to help them to learn about Eid.

### Outcomes for children are good

Children are eager and motivated to learn and persevere at tasks. For example, babies concentrate intently during posting activities until they succeed. Children are working within the expected range for their age and in some cases are exceeding these. They are developing the key skills they will need for school, such as early literacy skills. Children are excellent communicators. Pre-school children engage in interesting conversations about topics, such as the moon and astronauts. Children of all ages display excellent social skills; they are confident and self-assured.

## Setting details

<b>Unique reference number</b>	EY483526
<b>Local authority</b>	Tameside
<b>Inspection number</b>	997434
<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 - 5
<b>Total number of places</b>	110
<b>Number of children on roll</b>	45
<b>Name of registered person</b>	Kids Zone Hyde Limited
<b>Registered person unique reference number</b>	RP534137
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 338 9888

Hyde Woodland Day Nursery was registered in 2014. The nursery employs 12 members of childcare staff. Of these, one holds early years professional status, seven hold appropriate early years qualifications at level 3 or above, two hold a level 2 and two members of staff are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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