

# Baytree Park Day Nursery

Joshua Lane, Middleton Junction, Middleton, Manchester, M24 2AZ



## Inspection date

11 June 2015

Previous inspection date

17 June 2014

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good, particularly in the toddler rooms, which results in planned activities not always offering learning experiences that promote age and stage appropriate challenge for children. Therefore, children's potential for learning is not maximised.
- The management team do not always share children's development files with all parents on request when they leave the setting.
- The outdoor environment does not always contain a broad range of resources or learning opportunities that support children in all areas of their learning.
- The existing programme of professional development for staff is not yet precisely targeted to enable staff to share good practice, in order to improve the quality of teaching.

### It has the following strengths

- Staff regularly observe children as they play and offer activities that generally support children's interests and learning. Children independently access resources to follow their own interests as they play.
- Staff work closely with parents, as a result they fully understand children's care needs and follow routines from home to promote children's emotional well-being.
- Children with special educational needs and/or disabilities are well supported by knowledgeable staff and close partnership working with other professionals.
- Staff are encouraged to develop their knowledge further through attending staff meetings and training opportunities. This has a positive impact on children's learning as staff's knowledge is developed and refreshed.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that planned purposeful play is offered throughout the nursery and that teaching is at least consistently good, particularly in the toddler room to support children's interests and learning styles and offer appropriate challenge, in order to support all children in making at least good or better progress
- ensure that all parents and/or carers are given access to all of their children's records, with specific regard to children's development files, when they leave the setting.

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

- ensure that practitioners make the best use of resources, in the outdoors to provide a range of learning experiences for children
- enhance the performance management systems to provide a more precisely targeted programme of professional development for staff, for example, by providing regular opportunities for staff to reflect on effective practice by observing more experienced staff members at work.

## Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children, the provider's evaluation of the work of the setting and improvement plans.

## Inspector

Elisia Lee

## Inspection findings

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

Staff complete regular observations of children as they play, in order to identify their developmental stage and next steps in learning. Older children take part in an activity where they consider different ingredients they would like to place in a recipe. Staff encourage children to talk about their choice of ingredient, discuss prior learning and ask children questions. This supports children's developing language and critical-thinking skills. However, some children do not always take part in purposeful play and can wander from activity to activity as there is not always an appropriate challenge. There is inconsistent teaching in the nursery, particularly in the toddler rooms. For example, staff repeat young children's language back to them as they speak and do not extend their understanding. As a result, children are not always as well prepared as they could be for the next stage in their learning. However, nearly all children are within the typical range of development for their age.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children have formed secure attachments with staff. Children invite adults into their play and enjoy interactions as they play with resources. Younger children are quickly soothed if they become unsettled, such as babies who need to sleep. This means that children's emotional well-being is effectively supported. There are some opportunities to support children's independence, such as children accessing the bathroom and making choices when choosing resources. Children are provided with a range of healthy options at lunchtime. Children access outdoor play everyday, which gives them plenty of exercise. However, staff do not always make the best use of resources in the outside area. This means that children's developing skills in all areas of learning are not as well promoted through outdoor play. Staff support pre-school children to gain the key skills they need to support them in the next stage of their learning.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Some staff do not have a full understanding of the Early Years Foundation Stage requirements. All parents are not given access to their child's development file, on request, when they leave the nursery. This has a negative impact on children's learning as information cannot be shared with other providers. Although the staff hold childcare qualifications the quality of teaching is inconsistent, which sometimes negatively impacts on children's learning. The management team evaluate the service they provide. There have been some improvements since the last inspection. For example, the manager ensures new staff have a full understanding of the safeguarding requirements. The manager has identified future priorities to improve ongoing quality. However, there is not a sufficiently targeted programme of professional development that allows less-experienced staff to observe staff who model good quality teaching. The management team monitors children's progress, which allows any gaps in children's learning to be identified. Partnerships with parents and other professionals support children's needs.

## Setting details

<b>Unique reference number</b>	511126
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1010697
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Gary Parkinson
<b>Date of previous inspection</b>	17 June 2014
<b>Telephone number</b>	0161 653 7589

Baytree Park Day Nursery was registered in 1994. It is privately owned. The nursery employs 29 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, two members of staff hold an appropriate early years qualification at level 5, two members of staff hold an appropriate early years qualification at level 4, 19 members of staff hold an appropriate early years qualification at level 3, two members of staff hold an appropriate early years qualification at level 2 and three members of staff are unqualified. The nursery opens from Monday to Friday all year round, except for bank holidays. The nursery is open from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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