

Hobblewobbles Private Day Nursery

16 Rochdale Road, Shaw, OLDHAM, OL2 8AD

Inspection date	17/04/2014
Previous inspection date	05/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's safety and security is a priority in the setting. Staff demonstrate a good understanding of how to protect children's welfare and manage any concerns about this due to effective training.
- Children are happy and confident in all rooms and demonstrate a good attachment to staff. This supports their emotional well-being and likelihood of learning.
- Staff plan interesting activities to support all aspects of children's learning, which includes a variety of outings. They make comprehensive observations and accurate assessments of children's progress to inform their planning.
- Parents are regularly encouraged to contribute to the evaluation of the nursery and the nursery provides many ways for them to become involved in their children's learning.

It is not yet outstanding because

- The ways in which staff can cascade and model new knowledge from training to others then check that this is implemented have not been fully explored.
- Books in the rooms for children aged from two- to three-years-old are not displayed attractively to encourage independent use and children in the pre-school room are not always organised at group times in ways to maximise their learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector toured the premises.
- Evidence of suitability and qualifications of staff and others associated with the nursery was checked.
- Observations of childcare staff and their interactions with children were carried out throughout the day.
- The inspector held a meeting with the manager and the deputy manager and spoke with staff, children and parents at appropriate times during the inspection.
- A joint observation was completed by the inspector and the manager.
- The inspector examined a selection of documentation related to children's learning and welfare, along with the nursery's plans for self-evaluation and improvement.

Inspector

Jennifer Kennaugh

Full report

Information about the setting

Hobblewobbles Private Day Nursery has been registered since 2009 on the Early Years Register only. The nursery operates from two floors of a building attached to St Paul's Methodist Church in Shaw near Oldham. Children have access to four playrooms and toilet facilities on two floors. There is an enclosed area for outdoor play. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. There are 15 members of staff, including the manager, of whom 14 work directly with children. There are 10 members of staff, who are qualified to at least level 3 in childcare. The nursery employs a cook and a member of staff to provide administrative support. There are currently 48 children on roll attending for a variety of sessions. The nursery provides funded early education for three- and four-year-olds. It supports a small number of children who have special educational needs and/or disabilities and those who speak English as an additional language.

What the setting needs to do to improve further

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

- explore the ways in which staff training and expertise is cascaded to others, in order to enhance the provision for children's learning and development and evaluate the impact, in order to refine this aspect of practice
- evaluate how the organisation of children at group times, such as for discussions in pre-school can be enhanced, in order to maximise learning about turn taking and reinforce this skill for communication development
- enhance the ways in which books are displayed in the rooms for children aged two- to three-years-old, in order to increase their independent use by children

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning, including those with special educational needs and/or disabilities and those with English as an additional language. This is because staff have an awareness of how individual children in their key groups learn and how to build on this. Staff plan inclusive activities based on their observations of what individual children can do, so that other children can benefit from joining in. Parents are encouraged to contribute to the planning for their children's learning on a regular basis. The nursery makes good use of ways for parents to directly engage with their children's learning, such as by using a 'take-home toy' with a diary for drawings, photographs and captions. This is

used as a reward for children's successes and provides an enjoyable activity to support children's development in literacy. The nursery offers a variety of outings to children to enrich their learning experiences and often includes parents in these. For example, children go to local parks and playgrounds, as well as visiting the regional airport or aquariums. Consequently, the educational programmes have depth and breadth and are well-matched to children's ages and stages.

Parents can see children's learning records at any time to stay well-informed about children's welfare and activities and receive termly reports summarising their children's progress. The nursery also holds regular meetings over the year between parents and key persons to discuss children's progress. Staff make frequent observations of children's learning and these are compared to expected developmental milestones for children's ages. As a result, accurate assessments are made of children's learning, through tracking their progress in detail, from their starting points. This enables staff to see if progress is as expected, above or below that for children's age and stage of development. Consequently, staff are able to identify any gaps in learning that becomes apparent, so that early intervention can help support greater future progress. The nursery has implemented the progress check at age two and these assessments are thorough, with planning for children's next steps in learning and a contribution from parents. The special educational needs co-ordinator demonstrates a good knowledge of children in the provision who require additional support, either from staff within the nursery or external specialists, in order to meet their care and learning needs. Partnership working with parents is a high priority in the nursery, in order to meet children's learning needs through continuity of approach. Staff make good use of children's interests, in order to motivate them to learn, as well as to encourage them to sustain their concentration in activities. For example, they use children's interest in dinosaurs to reinforce learning about number names and digits, by offering activities in which children have to place number coded stickers in the correct places to complete a picture. This also helps children to reinforce their manipulative skills as they place the tiny stickers precisely to make a mosaic type effect. Staff are skilful in the ways that they ask questions to make children check their thinking. As a result, children are supported to think critically and staff also encourage them to make their replies to questions in sentences, to extend their development in communication and language.

Staff organise group times for children to listen to stories and offer their own ideas and news, which further enhances their confidence in speech and language. However, in pre-school, the ways in which children are grouped or sat does not always maximise learning about taking turns at these times. Books are also not displayed well in the rooms for children aged two- to three-years-old, so, although staff lead activities for children to listen to them in these rooms, the books are not used independently to the same extent by children. As a result, the opportunity for children to enjoy learning in this aspect of literacy independently is not optimised. Staff demonstrate good practice when supporting children's imaginative play outdoors, particularly when using simple strategies, such as chalking large pictures of boats to follow children's ideas for play. They use this to sustain children's talk and thinking, which prepares children for later being able to produce a written imaginative storyline. Children learn about diversity through staff teaching them about a variety of events and festivals that are celebrated by children attending the nursery, such as Eid Mubarak. They have access to computers to gain basic manipulative

skills, while playing simple games to familiarise them with information and communication technology. Exploratory play, with a variety of materials from sand to shaving foam, is available to children of all ages, in order to encourage them to make marks and to experience early learning about shape, space and volume. Babies and toddlers have good opportunities to handle simple objects of different textures or that make sounds, with staff using these opportunities well to develop their knowledge of words.

The contribution of the early years provision to the well-being of children

The nursery uses a key-person system in order to support children's emotional welfare and these staff show a good knowledge of children, their routines and their interests. Therefore, key persons provide effectively for children's emotional well-being, which consequently, supports children's learning. Babies demonstrate self-confidence by vocalising to staff and exploring the toys around them. Older children are self-assured and demonstrate good attachment to staff, such as when they bring drawing or writing to show them. They are able to ask staff for additional resources and enjoy involving staff in their play. Staff act as good role models for manners and behaviour to help children learn to manage their feelings and be polite. Children in the pre-school room have good opportunities at mealtimes to be independent when both serving themselves food and clearing away afterwards.

Detailed information regarding children's health, routines, family members and preferences is obtained from parents when children join the nursery. The manager also offers to visit children at home prior to starting to further ease their move into the nursery. This means that she can see children in an environment familiar to them and gain a clearer view of how to help settle them at the nursery. Parents receive comprehensive written information about their children's care and activities. This is because staff complete individual sheets for the youngest children each day and parents have the option to keep this when children move through the nursery. This is a flexible arrangement and parents can request a written note about their child's day if another authorised adult will be collecting children instead of themselves. Staff also verbally exchange information with parents at handover times. Children's room moves within the nursery are carefully managed, with plenty of discussion with parents to support children prior to this. A flexible approach to the length of time for visits required, based on individual needs, is taken for moves between the rooms to support children's emotional well-being. Detailed information to enable children's new key persons to settle them rapidly is passed on, such as their interests and dislikes, along with their most recent progress in learning. The nursery passes comprehensive information to children's next settings, including schools when they leave, in order to support future progress. They also invite children's future key persons or teachers into the nursery to observe children in surroundings familiar to them, to further support this. The nursery makes good use of simple activities, such as providing old uniform for children in pre-school to practise dressing-up in, prior to leaving. This helps them to practise the self-help skills needed for going to school and also familiarises them with the approaching changes to their routine as part of supporting their emotional well-being.

Resources and toys are highly accessible and consequently, children develop independence because they are able to choose what to play with. Their welfare is protected by a comprehensive range of policies, as well as written parental permissions, such as for contacting relevant authorities if there are concerns about a child's welfare. The nursery provides outdoor play and outings, which give children opportunities to take reasonable risk in their play with careful supervision, such as pedalling on tricycles or using large play equipment in local parks. This helps children to develop whole body coordination, as well as to develop an understanding of taking reasonable risk in physical play while supervised closely. Children show a good level of self-care and are able to manage their personal hygiene appropriate to their age and stage of development because staff talk to children about the importance of maintaining effective hygiene routines. For example, staff explain why it is important to keep their noses clean and then to wash their hands afterwards. Children are also helped to brush their teeth after lunch, which develops their understanding of the importance of maintaining good oral hygiene. Meals are healthy and children have independent access to water over the day. This means that children receive a balanced diet and learn to manage their own needs for drinks. All areas of the nursery are clean and there are effective procedures for staff to help prevent the spread of any germs, such as at nappy changes. Robust practical measures, such as safety gates with bolts and fire guards over radiators, are used to help prevent accidents. An intercom is situated on the main door to the nursery to protect children by preventing unauthorised access to the building, as staff can then check who requests entry to the premises and their purpose. Staff deployment is observed to be effective to support children's welfare and learning because children are always supervised indoors and outside at ratios stipulated by statutory requirements, or better than these. As a result, risk to children is minimised as they are always in the presence of at least two staff members when in the childcare rooms or playing outdoors.

The effectiveness of the leadership and management of the early years provision

Risk assessments and daily safety checks are thorough and regularly reviewed to enable children to play safely on the premises and on outings in the local area or further afield. Staff and managers demonstrate a robust understanding of how to manage any concerns they may have about a child's welfare due to a comprehensive knowledge of safeguarding and whistleblowing procedures. This is due to externally delivered training for all staff that is refreshed regularly, as well as ongoing checks on their knowledge by managers. All managers, staff and any volunteers or students are checked and vetted for suitability to work with children and make regular declarations regarding this. Documentation related to statutory requirements is completed to support the safe and effective running of the nursery, including a policy for the safe use of devices with cameras on the premises, such as mobile telephones. This is to support the prevention of misuse of images of children who attend the nursery.

A comprehensive range of policies and procedures is implemented to underpin the good standards of care and learning for all children in the nursery. For example, there is a

detailed policy to support the staff's management of children's behaviour. This includes clear instructions regarding how staff should never use physical punishment for children in the nursery, in line with statutory requirements. Staff demonstrate an effective use of the policy in all rooms. As a result, children behave well because staff have a good understanding of ways to help them learn to manage their feelings and behaviour that are appropriate to children's ages and stages. For example, staff set boundaries firmly but gently when children take toys from others to help them learn that this is not acceptable. Responsibilities of staff and managers are clearly defined and regularly reviewed to ensure that staff are aware of the high expectations for their practice. Procedures for recruitment and induction are rigorous to ensure that a suitable, motivated staff team is maintained. To support this, the manager has attended training regarding safer recruitment. Staff are helped to identify areas where they would like more training through the schedule of meetings and also through their own frequent individual supervisions. There is a programme for regular observations on staff to enable managers to provide constructive advice to develop their practice and any other actions necessary to maintain high standards of care and learning for children. Staff undertake training in current initiatives to raise children's attainment, such as in developing their communication and language. However, the ways in which they can cascade this to other staff and check the impact of this are yet to be refined, in order for maximum effect to be achieved by specific training for individual staff.

Staff plan detailed educational programmes based on the needs of individual children, which offer effective challenge for their age and stage of development. These are monitored to ensure the quality and consistency of observations, planning and assessment to support children's learning. For example, managers check the plans made for each room and the individual plans in children's files to ensure they are covering all areas of learning and providing challenge. As a result, children make progress that is age-appropriate or better, preparing them well for their next steps in learning, including full-time school. Where there are delays identified in children's progress, swift action is taken to resolve this, including working in partnership with parents and external agencies. The nursery has established strong partnerships with parents, who praise it warmly for the quality of care and the friendly staff. Parents have frequent opportunities to contribute to the nursery's plans for development both through verbal and written means. The nursery displays its responses to these to demonstrate to parents how it values their input. Staff have regular opportunities to share information with managers for the evaluation process at whole staff meetings and appraisals. For example, the whole staff, as well as managers, helped to accumulate the evidence for the local authority scheme in which the nursery participates. Overall, the nursery shows a purposeful approach to bringing about continuous improvement through self-evaluation and effective action.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY392825
Local authority	Oldham
Inspection number	966322
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	69
Number of children on roll	48
Name of provider	Hobblewobbles Private Day Nursery Limited
Date of previous inspection	05/11/2009
Telephone number	01706 848 252

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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