

Inspection of Crescent Day Nursery

The Crescent Centre, 1 Devon Street, Rochdale OL11 1HN

Inspection date: 3 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff build good relationships with children and know their likes and dislikes. Children are happy in the setting and engaged in their play. Staff have high expectations of children and support them to make good progress in several areas of learning. Staff create opportunities for children to explore and investigate. For example, children work out how to use sponges and water to clean paint from toy cars. Staff talk about the water looking like a swamp. This supports children to test out their own ideas and to demonstrate curiosity.

Children with special educational needs and/or disabilities are given good support. Staff identify achievable targets and work closely with children to help them make good progress in their learning and development. This helps to meet the individual needs of children who might require extra support. Staff play alongside children and have a friendly manner. Children are eager to join in with activities and demonstrate positive attitudes to learning. Staff encourage children to do things for themselves, such as recognising their own picture and name so they can hang up their own coat. This helps children to be independent.

What does the early years setting do well and what does it need to do better?

- Staff support children to develop their communication and language skills. They use a breadth of words when they are playing with children, such as 'squeezing' and 'sticky'. Children use the words they have learned to talk about what they are doing.
- Children are developing their gross motor skills and coordination of their bodies. They navigate an assault course that has been carefully designed by staff to help them develop their skills in balancing. This helps children to choose different ways of moving and negotiate space.
- Staff encourage children to demonstrate positive behaviours. When children display behaviours that could be improved, staff explain to them why what they did was not appropriate and how to make that behaviour better. This helps children to understand the expectations of their behaviour.
- Partnership with parents is good. Staff and parents work together so that learning in the nursery can be continued at home. This helps to create a consistent approach to meeting the learning and development needs of children.
- Staff support children to develop their social skills and to work together. Children take turns at adding ingredients to a bowl when making dough. This helps children to learn about other people's needs.
- Leaders have a good knowledge of how children learn and develop and they have a clear intent for what they want children to learn, which is shared with staff. Staff undertake training and improve their knowledge and skills. However, coaching and mentoring of staff do not focus specifically enough on how to

enhance the quality of teaching. This means that, sometimes, staff's implementation of the curriculum does not fully challenge children.

- Staff create opportunities for children to engage in a wide range of experiences. For example, staff take children out to watch shows in the theatre. This helps children to extend their imagination and creative skills and develops their understanding of storytelling.
- Children are learning about the world around them. They have had visits from people who help them, such as the police and firefighters. This helps children to learn about different occupations and creates an interest in the lives of others.
- Staff support children to use tools with increasing control. Children are able to use the strength in their fingers to make snips with scissors. This aids children to develop their fine motor skills, which prepares them for early writing.
- Staff encourage children to use their mathematical knowledge during their play. For example, they each count two spoons of flour as they add them to a bowl. This supports children to use their counting skills for a purpose.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen coaching and mentoring practices to further improve the quality of teaching to consistently implement the planned curriculum.

Setting details

Unique reference number	EY500998
Local authority	Rochdale
Inspection number	10339244
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	35
Number of children on roll	64
Name of registered person	Education Crescent Ltd
Registered person unique reference number	RP535464
Telephone number	01706 340385
Date of previous inspection	5 July 2018

Information about this early years setting

Crescent Day Nursery registered in 2016. The nursery employs 11 members of childcare staff. Of these, one member of staff holds an appropriate early years qualification at level 6, two hold a qualification at level 5, seven hold qualifications at level 3, and one holds a qualification at level 2. The nursery opens Monday to Friday, term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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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