

Inspection of Hyde Woodland Day Nursery

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

Inspection date: 9 November 2022

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	Inadequate
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What is it like to attend this early years setting?

The provision is good

A number of steps have been taken since the last inspection to improve the quality of the provision. Children have fun and enjoy attending this setting. Staff interactions with children are animated and lively. Humour helps to engage children in their learning. In turn, children are motivated and eager to join in. This positive attitude towards their learning creates a secure foundation for children's good progress. Children are enthusiastic and inquisitive. They see a rainbow out of the window and jump up and down with anticipation, as they learn about the natural world around them. Staff skilfully optimise learning as opportunities spontaneously arise. For example, children are encouraged to identify different colours in the rainbow. They talk about where the rainbow comes from and develop good conversational skills. Children look through binoculars and search for the bottom of the rainbow, extending their problem-solving skills. The quality of teaching is good, staff are good role models. Their suggestions and interactions help to extend children's learning. Children of all ages and abilities make good progress.

Every child's unique personality is nurtured by caring and attentive staff. Children are happy and settled. They flourish in their emotional well-being. For instance, babies are cuddled closely when they become tired. They relax and respond well to warm, close interactions. Older children often seek out familiar adults to join in their games. This illustrates they are content and reassured by caring and friendly staff. Children behave well. They understand and follow 'golden rules' and learn right from wrong, supported by clear and consistent boundaries. Children are proud in their achievements. They are lavished with plenty of praise and encouragement from supportive staff. Children's confidence and self-esteem shines because they are valued and treated with respect by the staff who care for them. Overall, children have fun and benefit greatly from the time they spend at this nursery.

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

- The nursery managers are strong leaders who know what they do well and where they need to improve. They demonstrate commitment and dedication to the children and families who attend. They invest significant time, energy and effort into the nursery and since last inspection have led many improvements. Consequently, standards have improved, and the quality of the provision is good.
- The leadership team benefits from additional support from wider professionals, including a local authority quality officer and an area manager. This support network promotes accountability for the managers of the nursery and helps to ensure that standards are good throughout all aspects of practice.
- Parents show unwavering commitment to the nursery. They are highly complimentary about the staff and express how happy their children are when

attending the setting. Partnerships with parents are good.

- Assessment procedures, including the progress check at age two, are fully embedded into practice. Staff observe children regularly and make good use of their knowledge to focus teaching. Children are well supported in their learning, through targeted activity planning and quality teaching.
- Children learn about the diverse world in which they live. They enjoy experiencing different cultural festivals and celebrate a range of religious celebrations throughout the year, including Eid, Diwali, Remembrance Day and Harvest festival. Children show empathy and tolerance towards others.
- Staff plan challenging activities for children and have high expectations. For example, children develop their critical thinking skills as they are challenged to predict what colours will be created when different paint is mixed. The curriculum offered is varied. Children show enthusiasm and eagerness to learn.
- Overall, the quality of teaching is good. However, during large-group activities some children become fidgety and lose interest. This is because they are made to wait and not included right from the beginning. Group activities are not always effectively managed to optimise children's focus and concentration.
- Staff attend regular training, and their skills to support children's development are good. Despite this, staff would benefit from more feedback on their practice. The manager has plans to establish a culture of mentoring and reflection, where staff continually share ideas and discuss good practice.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager and staff have worked hard to improve safeguarding procedures. A detailed safeguarding 'fact sheet' has been written, incorporating information from the local authority safeguarding guidelines. This fact sheet is used to reinforce staff's already good knowledge about safeguarding. All staff have undergone rigorous child protection training. The managers ask staff questions to spot check their safeguarding knowledge. Staff know how to identify and respond to safeguarding concerns, if these arise. Furthermore, security in the nursery is robust. For instance, remote access systems are located on all doors in the setting, to prevent unauthorised persons gaining access. This helps to ensure children play and learn in a safe space. Children's safety is given high regard.

What does the setting need to do to improve?

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

- improve the organisation of group activities, so all children benefit fully from the quality teaching and learning opportunities available
- strengthen current arrangements for peer observations and provide staff with more feedback on their practice to improve teaching and interactions with

children.

Setting details

Unique reference number	EY483526
Local authority	Tameside
Inspection number	10252297
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	110
Number of children on roll	71
Name of registered person	Kids Zone Hyde Limited
Registered person unique reference number	RP534137
Telephone number	0161 351 9888
Date of previous inspection	28 July 2022

Information about this early years setting

Hyde Woodland Day Nursery registered in 2014. The nursery employs 16 members of childcare staff. Of these, one holds early years professional status, 11 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.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The managers completed a learning walk with the inspector and discussed how they design and implement the curriculum.
- A range of documentation was sampled by the inspector, including evidence of the suitability of all staff.
- The inspector observed teaching and care routines in all rooms throughout the nursery. The inspector evaluated the impact of practice on children's progress and development.
- The inspector and manager completed a joint evaluation of an activity and discussed the impact of teaching on children's learning.
- Staff, children and parents spoke with the inspector at appropriate times throughout the inspection. The inspector viewed written comments from parents. The views of staff, children and parents were considered by the inspector.

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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