

Simply Cherish Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Simply Cherish Day Nursery registered in 2009. It is owned by a private provider. The setting operates from a two storey building in the grounds of Moor Allerton Preparatory School in the West Didsbury area of Manchester. The children are cared for in rooms on the ground floor and first floor with associated facilities. There is access to a secure outdoor play area.

The nursery opens from 7.30am until 6pm each week day. The nursery operates for 51 weeks of the year and is closed on Public Holidays and during the Christmas period.

The nursery is registered on the Early Years Register to care for a maximum of 44 children at any one time. There are currently 42 children on roll. There are 15 members of staff employed to work with the children. Of these, 13 hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time at the nursery because the staff team take the time to get to know the children and their families well. Clear and effective systems are in place and are implemented consistently by the staff team to ensure all children's individual needs are being met. As a result, all children are making good progress towards the early learning goals. The partnerships with parents are a strength, and this helps to contribute significantly that the needs of all of the children are being met. Self-evaluation and development plans carried out by the manager and the staff ensure that any priorities for future development are promptly identified and acted upon, which results in a service that is responsive to the needs of the parents.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve the continuous provision in the baby and toddler rooms to enable children to have easy access to toys and equipment
- develop resources in the baby and toddler rooms to enable children to develop their imaginative skills.

The effectiveness of leadership and management of the early years provision

All staff have a good understanding of child protection procedures and know how to implement them effectively to safeguard the children. Robust recruitment and vetting procedures are in place to ensure all adults working with the children are

suitable to do so. All staff have current Criminal Records Bureau checks carried out on them which further enhances children's safety whilst they attend the setting. The staff carry out full and detailed risk assessments for the setting and for outings they attend. Risk assessments show clear and concise actions taken to reduce risks in the setting, ensuring that children's safety is paramount. The premises are secure, ensuring that no unauthorised people can gain access to the nursery or the children at any time. Staff deployment is good, ensuring all children are fully supervised and receive support and encouragement throughout the day.

The manager has a clear vision for the nursery and is continually developing systems and procedures to fully involve the committed staff team as the setting moves forward. Daily routines, staff performance, records and individual activities are consistently monitored and evaluated to ensure they meet the needs of the children. The manager is skilled at identifying areas for improvement through evaluation and addresses any identified weaknesses as soon as possible. For example, resources to promote equality of opportunity and recruiting staff to allow key carers time away from the children to discuss the children's needs and complete planning. The setting has a development plan in place to work alongside the self-evaluation. The plan is effective as it has highlighted areas the setting needs to work on to improve their practices. The setting consults parents with their views to ensure they are responsive to their users. By taking a positive approach to developing the quality of the service offered the setting demonstrates a good capacity for continued improvement.

In the main, children have access to a wide range of resources and materials that are suitable for their age and stage of development. The equipment is stored at a low-level in each of the base rooms to ensure children of all ages can access the resources independently, promoting their freedom of choice and decision making skills effectively. Equality is promoted well within the setting and all children's individual needs are being met. Children learn about other cultures and beliefs and take part in planned topics and themes where parents come into nursery to talk to children about different cultural festivals. Staffing and children reflect the diverse community, which includes staff who speak other languages.

Children benefit from the good relationships between the nursery staff and their parents. The setting is keen to encourage parents to share their skills and knowledge, such as wood sculpting and explaining the customs and traditions of their faith festivals. Parents have access to their children's records at any time and are able to make written contributions about their children's learning in the setting and at home. Newsletters and notice boards are used to keep the parents fully informed about changes and developments within the nursery. 'My day' sheets are used to share information about the children's diet, sleep routines, day to day activities and general well-being during the day.

The welcoming environment and positive relationships between the staff and parents allows for plenty of informal discussion each day. This ensures that parents are well informed about what children have been doing and the progress they make. Parent questionnaires are used to seek the views of parents and open evenings are held regularly to build relationships. The manager has systems in place to share information with other providers of the Early Years Foundation

Stage when children begin to attend other settings to ensure the children's care, play and learning in one setting complements another.

The quality and standards of the early years provision and outcomes for children

The staff team have a good knowledge of the learning and development requirements and are effectively promoting children's learning, social, physical and economic well-being. Regular planned observations are being completed which are included in the children's assessment records and are enhanced by photographs of their involvement in a wide range of activities with a description of their involvement in the activity. The staff demonstrate a sensitive understanding of the children's individual learning and identify their future learning in the planned observations which ensures that activities are matched to the children's needs. There is a balance of adult and child-led activities which enables children to have an enjoyable and challenging experience. The nursery provides an interesting and welcoming environment which reflects most children's backgrounds.

Children are happy and settled in the warm and homely setting. They develop trusting relationships with their key carers which helps them to feel secure. Children thoroughly enjoy spending time in the sensory room where they explore light and shadows. Staff are responsive to children's interests. For example, when children show an interest in the bubbles displayed using the projector, a member of staff provides bubbles for the children to play with. They have great fun laughing and squealing as they blow and try to catch them. Staff use lots of open ended questions to make the children think about what they are doing. They use expressive language to describe textures, smells and the size of items. This helps children develop words they can use in activities. Children in the pre-school room have access to a wide range of creative materials and mark making tools. However, the storage of these materials in the baby and toddler room does not promote children's independence skills. Children in the baby and toddler room also have too few resources to promote their imaginative skills.

Children's health is protected from cross contamination and infection through good procedures for hand washing and general hygiene. The premises and equipment are kept clean and children wash their hands at appropriate times of the day and understand this gets rid of germs. Children are learning to look after their teeth as they brush them after their lunch. Regular access to the outside area aids children's physical development. They wear suitable clothing and love to splash in the puddles and sweep up the leaves. Children learn how to keep themselves safe through discussion and the consistent rules and boundaries implemented by staff. For example, children know they must not run in the nursery or stand on the chairs in case they fall and hurt themselves. Children and staff practise regular fire drills to ensure everyone knows what to do if they have to evacuate the building in the event of an emergency. Children are beginning to learn about the importance of eating food that is good for them and a healthy lifestyle. Children take part in activities to further develop their understanding of a nutritious diet, for example, they grow their own vegetables which are then picked and cooked in the nursery.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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