



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 315318**

**DfES Number: 541567**

### **INSPECTION DETAILS**

Inspection Date      24/11/2004  
Inspector Name      Suzette Butcher

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      The Cheshire Day Nursery  
Setting Address      2 Grammar School Road  
                            Latchford  
                            Warrington  
                            Cheshire  
                            WA4 1JN

### **REGISTERED PROVIDER DETAILS**

Name                      Ms. Julie Mannering

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Cheshire Day Nursery is one of three nurseries run by Julie Mannering and Brenda Burling. It opened in 2000 and the premises consist of a large Victorian building close to the centre of Latchford in Warrington, Cheshire. A maximum of 80 children may attend the nursery at one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. There are four playrooms for children aged from birth to three on the ground floor and a fifth room on the first floor for children aged from three to five years. The children share access to a secure enclosed outdoor play area.

There are currently 94 children aged from birth to five years on roll. Of these 22 children receive funding for nursery education. Children attend from the wide catchment area. The nursery supports a small number of children with additional needs and children who speak English as an additional language. The nursery provides extra curricular activities such as drama, yoga and dance.

The nursery employs 28 part time and full time staff. Over half the staff have appropriate early years qualifications and three staff are working towards a qualification. There are three qualified teachers implementing the Foundation Stage curriculum and the setting receives support from a teacher from the Early Years Development and Childcare Partnership

### How good is the Day Care?

The Cheshire Day Nursery provides good quality care for children. The provision implements effective settling in procedures which allow staff to develop warm relationships with the children to help them feel safe and secure. Children are grouped according to age and development. Space is organised well to meet the needs of children but appropriate storage facilities are limited. There is a good range of play materials and equipment to promote learning and development. All documentation is in place. Policies and procedures are accessible to staff and parents and reviewed on a regular basis.

The nursery is warm and welcoming for children and their families with attractive tactile displays of children's work and information boards. Close attention is paid to safety both inside the nursery and in the fully enclosed outdoor play area. Staff exercise good health and hygiene practices. Healthy eating is actively promoted and the children's dietary needs are effectively cared for. Staff have a clear understanding and knowledge of procedures and policies regarding child protection and the identification and care of children with special needs.

Children are happily and actively engaged in a variety of age appropriate activities. Staff plan well and understand ways to promote children's learning and development to achieve identified goals. They create imaginative and interesting opportunities to meet the needs of individual children. Children are well behaved and are aware of the set boundaries. They respond positively to regular praise and encouragement from staff and become confident and independent with good self esteem.

Positive relationships have been formed with parents. Effective systems are in place to keep parents informed about the provision and their child's development. Parent questionnaires indicate a high level of satisfaction with the quality of care provided.

#### **What has improved since the last inspection?**

At the last inspection the providers agreed to obtain local child protection procedures and contact details of relevant professionals. They have obtained this information, which enables them to effectively protect children should the need arise.

#### **What is being done well?**

- The quality of care for babies is good. There is an enclosed " baby garden" area for the very young who are immobile or learning to crawl. A gradual settling in process enables staff to develop an awareness of a baby's home routines and preferences and effectively links to the keyworker system. Staff respond to individual needs and babies drink, eat and sleep according to their own routines. Daily diaries are completed for parents.
- Staff provide imaginative, stimulating opportunities within nursery themes e.g. designing and experimenting with kites or paper planes. Activities inform planning and assessment to create the next steps of learning for individual children. Information is shared with parents with ideas to introduce at home.
- Children develop confidence and self esteem through positive behaviour management strategies and opportunities to make choices and become an independent learners. Children take messages, help themselves to water from a jug, flask or dispenser and choose their own play activity. They learn to share, take turns and value each other in circle times and co-operative play opportunities.
- There is an effective partnership with parents with a wealth of information on policies and procedures available. Newsletters and notice boards keep parents informed of events and themes. Daily reports, parents evenings,

information events and a keyworker system is in place. Parents are welcome to visit or phone at any time and state that "communication is excellent"

- Security is given high priority throughout the nursery to ensure the safety of children at all times. Close circuit television, coded locks and effective procedures for the collection of children are in place. Staff are accessible and available in the reception area to meet family members or friends and the child's keyworker makes sure handover is a positive experience.

#### **What needs to be improved?**

- the availability of storage space in indoor and outdoor areas.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

#### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Increase storage facilities throughout the nursery.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The educational provision at the Cheshire Day Nursery is of good quality overall and children make generally good progress towards the early learning goals. Very good progress is made in mathematics, communication language and literacy, personal social and emotional and creative development.

The quality of teaching is generally good. The interaction with children and use of observation and assessment to plan children's progress reflect staffs' clear understanding of how children learn and combine effectively to contribute to children being active and successful learners. Staff are excellent role models. They do not plan sufficiently to provide children with opportunities to consolidate their learning independently, to practise some physical skills and appreciate their immediate environment.

Leadership and management of the nursery are generally good. Management provide good leadership through written policies, visibility and strong line management. Excellent commitment to continual improvement is demonstrated in training offered to staff and an annual development plan for the pre-school room which is effectively monitored. They do not sufficiently monitor some aspects of educational plans and assessments to ensure effective parental involvement.

Partnership with parents is generally good. The well established key worker system and open door policy promotes good communication and builds trust and confidence. Parents are kept well informed of the life of the nursery. However the format of some information does not provide ease of access for parents to enable them to ask informed questions and effectively contribute to their child's education. Home activities are suggested, though their purpose is not explained which limits the benefit to children.

### What is being done well?

- Children have good opportunities to gain confidence and knowledge in mathematics. Maths is an integral part of most activity in the nursery as a result children enjoy counting and include number in their free play. Well planned practical activities encourage children to count, recognise number, calculate, estimate, compare, use number for a purpose, sequence and problem solve consequently many children are able to manipulate and understand number to 10 or above.
- Staff have a secure understanding of how children learn and provide meaningful experiences for children. Whilst children prepare the food for their teddy bears' picnic and make party hats staff skilfully promote hand eye co-ordination skills, discuss shapes and design, question children effectively to enable them to think about change and introduce new language. Children benefit from this integrated approach to the curriculum.

- Planned activities encourage children's excellent listening skills, which effectively support their ability to use language in a wide variety of ways, to appreciate sounds and musicality and to support early reading skills. Children are confident communicators.
- Staff value children as individuals, give constant praise, produce vibrant displays of children's work and as a result children are confident, have high self esteem and are eager to learn.
- Management have high expectations of staff and for children. Their clear vision and strong leadership result in a focussed and cohesive staff group, who provide a secure and stimulating environment for children.

**What needs to be improved?**

- the planning for continuous provision to support children's independent consolidation of learning
- the outdoor resources and planning of outdoor provision to ensure sufficient physical challenge is offered to more able children
- the processes by which parents are meaningfully involved in their child's assessment and education.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident individuals. They make relationships with others easily and enjoy sharing their ideas and being part of a group. They are enthusiastic learners, keen to try new experiences and become engrossed in their chosen and group activities. They behave very well and know the boundaries such as wearing bands to access the role play area. Activities, such as, accessing snack and drink as they require results in children having good self care skills and knowledge.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk enthusiastically about their experiences, communicating their ideas and thoughts very well, they predict and deduce outcomes. Children enjoy writing for a wide variety of meaningful purposes, preparing the menu for a teddies picnic, posting messages on the notice board and writing cheques in the toy shop. Many are able to write their names. Excellent listening skills enable children to recognise and link sounds for example independently creating a rhyme "upsy, daisy, lazy Maisey".

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to be confident mathematicians by succeeding at practical activities. They measure card to make party hats, recognise numbers on cardboard doors and deliver the correct number of milk bottles to each and construct fantastic monsters from materials selected at the throw of a dice. They calculate during a game of skittles and record their scores. Children discuss shape and learn about capacity whilst making jelly, is one cube the same shape as a strip of three?

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and enjoy observing changes; watching hyacinths grow and whilst baking. They have good awareness of other cultures, staff dress in a sari and children are able to explain a display about Divali. Children compare differences between a modern and antique pram assessing design and learning to appreciate a sense of history. They gain confidence using a computer but do not independently access a wide range of IT and have not fully explored their close environment.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children have good fine motor skills. Activities such as stirring jelly and unfurling thin ham slices without tearing them enable children to be competent users of tools such as pencils and scissors. Playing traditional yard games children learn to control their bodies: 'will Mr Wolf see them move?' Some children lack an awareness of space outdoors and more able children are not sufficiently challenged to climb, balance and travel under and over equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are absorbed in the role-play area and use their imaginations well during free-play when for example they use a skipping rope as a fire hose. Children often express their feelings using all their senses through planned experiences that enable them to paint and create freely, use musical instruments, empathise with characters in stories and use a wide and exciting variety of craft materials. Children do not frequently independently access craft materials.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure weekly plans for continuous provision support children to independently consolidate the identified learning objectives.
- Complete an audit of outdoor equipment to ensure the challenges it offers older and more able children are appropriate.
- Include learning objectives for outdoor provision in weekly planning to ensure appropriate challenges are provided for all children.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*