

The Cheshire Day Nursery @ Guardian Street

Inspection report for early years provision

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Inspection date	09/11/2010
Inspector	Cathleen Howarth

Setting address	Guardian Street, WARRINGTON, WA5 1UP
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Cheshire Day Nursery, Warrington is one of a chain of five nurseries privately owned by Cheshire Day Nurseries Ltd. It operates from a detached, purpose-built, two-storey building at the back of Warrington hospital, which is close to Warrington town centre. There are two enclosed outdoor play areas at the rear of the property.

The nursery is open weekdays throughout the year from 6.45am to 7pm and are closed on bank holidays.

The nursery is registered on the Early Years Register to provide care for a maximum of 113 children at any one time. Currently there are 40 children on roll aged from birth to five years; of these, 11 receive funding for early education. The nursery is also registered on the compulsory and voluntary part of the Childcare Register of which there are no children on roll. There is provision for children with special educational needs and/or disabilities, and for children who speak English as an additional language. The nursery keeps fish in a tank in the pre-school room.

The proprietors employ 10 members of staff to work with the children and all hold appropriate early years qualifications. The nursery manager has attained a Level 5 qualification in Advanced Practice in Leadership and Management and is also a qualified assessor with A1 Qualification in childcare. Two Teachers hold B ED Honours, and Early Years Professional Status, and one member of staff is currently training for her Foundation Stage Degree. Currently there are two student placements at the nursery and apprenticeships are considered.

Staff work closely with Warrington Borough Council Early Years Services. They have attained a 5 star (excellent) food hygiene award. Links have been made with other Early Years Foundation Stage providers. The nursery is a member of the National Day Nurseries Association and Warrington Independent Nursery Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Exceptionally secure elements are identified across the provision and this includes high quality staffing within a stable, core staff team. Aspects of leadership and management are particularly strong and this is reflected in a real commitment to staff's personal professional development. High standards of record keeping are noted with a strong focus on children's achievements in relation to their learning and development. The views of children and parents are an integral part of the provision and inclusive practice is firmly embedded in all aspects. As a result, the individual needs of children are well met. Staff clearly demonstrate they have good capacity to make independent and continuous improvements.

What steps need to be taken to improve provision further?

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

- extend the range and use of natural resources in the baby room and the provision for babies to use and develop all their senses.

The effectiveness of leadership and management of the early years provision

There are robust selection, recruitment and vetting procedures in place and effective systems for staff induction and appraisal, which includes the new cook and students. There is a designated safeguarding coordinator and good systems are in place to safeguard children. For example, staff are professionally trained to recognise signs of abuse and neglect, and they understand the procedures to follow should a concern arise.

There are highly effective systems in place to develop staff's knowledge and skills through collaborative team work, such as problem solving, work-shadowing, coaching and mentoring. Staff are supported by a strong and supportive management team. This includes the proprietors, who have considerable childcare experience and who are clearly interested and involved in the work at the setting. High standards have been set and this reflects in high and realistic aspirations for the children. There are impressive systems for self-evaluation, which highlight areas of the provision to be developed, such as, obtaining extra storage for resources and equipment when the number of children at the nursery increases.

Space, time and resources are organised and used well to meet the needs of children. Before sessions begin, resources are checked in relation to health and safety. They are thoughtfully arranged to welcome children to the setting and to encourage children to use them. Labelled boxes containing quality toys and equipment for outdoor play enhance children's experience at the setting. Outdoor play is an integral part of the provision and the resources and equipment used in the two outdoor play areas clearly reflect the children's age and stage of development.

There is a strong inclusive ethos at the nursery and staff, children and parents demonstrate a real sense of belonging. Staff are selected for their 'can do' approach and they are good role models for children. They successfully remove perceived barriers to children's participation and achievement. Staff have detailed knowledge of children's backgrounds and needs, established through the key person system, and each child's individual and family identities are nurtured, respected and celebrated. Stereotypical views are appropriately challenged and as a result, children respect people's differences. Staff develop specialist knowledge and skills that enable them to meet the needs of children who have additional needs, such as, children who speak English as an additional language and those with medical conditions, like asthma.

There is a strong emphasis on fostering trust, openness and respect with parents, whilst keeping the focus on the children's learning, development and welfare. Parents have a designated area in the parent's foyer and good levels of consistency have been achieved in relation to reinforcing children's learning and development at home. Parents are kept well informed about nursery topics and events, and they commend staff for the way in which they deliver a consistently good service.

Staff are experienced and highly committed to working in partnership with external agencies to improve outcomes for children. They take a lead role in establishing and maintaining highly effective links with other practitioners and professionals. For example, transition arrangements are exceptionally good for children transferring from another setting. There are robust systems in place to ensure relevant information is obtained to tailor the provision to meet children's individual needs and to promote a seamless approach to delivering the Early Years Foundation Stage framework. Other examples include working with the local authority pedagogue (teacher), paediatrician, speech and language therapists, dental hygienist and the local chemist.

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

Staff have secure knowledge and understanding of the Early Years Foundation Stage. Overall, they promote children's learning and development well through systems that show children's individual progress is good in relation to their starting points and capabilities. Staff record observations of children at play to find out about their natural interests, capabilities and preferred learning styles. They track children's progress and link pictorial examples of what children have achieved in well-maintained learning journals for parents to view. They evaluate stimulating and challenging activities with the children, taking into account their age and stage of development. However, there is a limited range of natural resources used in the baby room and in relation to continuous provision, there are limited opportunities for the babies to use and develop all their senses. Teaching methods are effective and, when it is appropriate, staff are able to maintain children's attention for sustained periods. All children are encouraged to have a go and they are confident learners who have developed a positive attitude towards learning.

Children are highly confident and they demonstrate an immense sense of security because they feel safe within the setting. After a settling in period, babies become more adventurous and they explore the room, which is a completely safe environment. They show through their body language that they are happy, safe and secure. For example, after a feed, and when they are sleeping or being hugged and cuddled with real affection by their key person. Excellent childcare practices like these help children thrive in a safe, familiar, stable and predictable environment. The role of the key person is particularly evident and valued in this room and the baby's key person makes sure they attend to their children's personal care routines whenever possible, such as feeding, nappy changing, sleep

and supporting activities. Parents are reassured when they leave new starters for the first time and this reflects in how well children settle at nursery.

Healthy lifestyles are promoted exceptionally well and this includes children's emotional health and well-being. Children engage in a wide range of physical activities, both indoors and outdoors. The indoor/outdoor shoe policy is fully adhered to. Meals are carefully prepared by the cook who ensures the menus are varied, nutritious and fully comply with children's dietary requirements. She serves food in an attractive and appetizing way to encourage children to eat five portions a day of fruit and vegetables. There are exceptionally good cleaning and laundry routines and facilities at the nursery and staff work tirelessly to minimise the risk of the spread of infection.

Staff respect and value the uniqueness of each child and all children are treated with equal concern. Children behave well and are courteous and respectful towards others. Staff use positive images of diversity and hand props, such as dolls and cuddly toys, to effectively address negative stereotypes. As a result, most children demonstrate a good awareness of responsibility within the setting, for example, they take the initiative to tidy up and to assist others. The concept of sustainability and looking after the environment is promoted well. Children are keen to recycle materials from home, such as empty egg boxes, cereal packets and yoghurt pots, which they use at the nursery for model making. Saplings have been planted outside and children are watching them grow. Children help to sow seeds and maintain the flower beds. These areas are attractively decorated with colourful butterflies and spinning windmills. There are many other positive steps taken to encourage children to care for the environment in a responsible way.

Children use their imagination fully when they dress up during role play and organise tea parties for the dolls. The outdoor playhouse is a magical place and it can be a shop, a den or a cafe, in fact anything the children want it to be. Children's development in communication, numeracy and literacy, and the use of information and communication technology are good. Children in the pre-school room confidently use the interactive whiteboard, which is linked to a computer. Hand and eye coordination is purposefully developed when children use the mouse to click, drag and drop. Effective measures like these provide firm foundations for children to develop knowledge, understanding and skills that are required for later life.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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	1
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	1
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met