

The Cheshire Day Nursery

Inspection report for early years provision

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Inspector Heather Morgan

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Type of setting Childcare - Non-Domestic

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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 opened in 2000. It is one of five nurseries run by The Cheshire Day Nursery Group. The premises consist of a large Victorian building close to the centre of Latchford, in Warrington, Cheshire. There are four playrooms for children aged from birth to three years on the ground floor and a fifth room on the first floor for children aged from two to five years. The children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for up to 80 children under eight years at any one time, and most children attending are under three years of age. The nursery is open from Monday to Friday 7am to 7pm throughout the year. There are currently 117 children in the early years age group on roll. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

A team of 26 staff work with the children, all of whom hold appropriate childcare qualifications, including the manager who is qualified to NNEB and has a Foundation Degree in Family and Early Childhood Studies. Four staff are also qualified to Foundation Degree and two part-time teachers both hold a Bachelor of Education Honours Degree and are qualified to Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met exceptionally well and they make rapid progress in their learning and development. Overall, staff plan and deliver an excellent range of activities that reflect children's interests and abilities. The very strong management team inspires staff to evaluate their provision and find effective ways to continually improve their practice. Staff give the highest priority to keeping children safe, secure and happy throughout their time at the nursery. Exceptional partnership working with parents and other professionals underpins the individual care offered to each child. Consequently, children are highly confident, settled and enthusiastic in their approach to all the activities on offer.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- finding more ways of enabling all children to make independent choices about moving between the indoor and outdoor environment.

The effectiveness of leadership and management of the early years provision

Children's safety and security is given the utmost priority. Very clear and comprehensive policies and procedures are in place to support this and staff have a secure understanding of their role and responsibility in keeping children safe. Robust recruitment and induction procedures are in place to ensure that all staff are appropriately vetted to establish their suitability for working with children. Staff consider any risks associated with the activities on offer and take steps to minimise identified hazards. They also recognise the need for children to learn how to manage risks for themselves and support them in learning how to play safely in different environments, including outdoors.

Children make excellent progress in their learning and development because staff know them very well and develop individual plans that build on what they already know and can do. They gather a wealth of information when children join the nursery to help them tailor activities to reflect the children's individual interests and abilities. Regular discussions with parents support the staff in maintaining a clear picture of children's learning and development. Staff pay close attention to the views of the children and take account of their interests by providing activities that develop play initiated by the children. For example, they notice when several children demonstrate their interest in dinosaurs by bringing models into nursery. This prompts staff to develop a range of activities for children to learn about dinosaurs.

The strong management team that works across the whole group of nurseries inspires the staff to reflect on their own practice and strive to continually make improvements that will benefit the children. Staff are very enthusiastic about their work and take a great pride in their achievements. The talented management team regularly monitor and support the staff, sharing their expertise to drive improvement. Staff in each room develop their own plans to improve the way in which they promote positive outcomes for the children in their care.

The well-resourced nursery provides a very welcoming environment to children and their parents. The notice boards carry a wealth of information for parents and the lively and colourful displays showcase children's work and creative explorations. Each room has a host of different resources that are stored at a low level so that even the youngest children can independently choose what they would like to play with. Staff ensure that children of all ages have many opportunities to play outdoors and are currently seeking ways to enable the children to move more freely between the indoor and outdoor play areas.

Children settle well at the nursery because staff take great care to meet their individual needs. They take particular account of any specific needs, such as special dietary requirements and complex medical needs, to ensure that all children feel welcome, valued and included. Staff focus on supporting all children, including those who speak English as an additional language, to develop effective communication skills, while acknowledging the importance of languages spoken at home.

Staff develop excellent partnerships with parents and with a vast range of other professionals, and this has a significant impact on helping them meet each child's individual needs. Parents are offered many ways to exchange information and get involved with their children's learning. Each room has a soft toy that travels backwards and forwards between the nursery and children's homes. The journals that accompany the bears provide a strong link between children's learning experiences at home and at nursery. Parents highly value the staff's professional and caring approach, which helps their children settle quickly and make excellent progress in their learning and development.

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

Children develop an excellent awareness of the importance of healthy lifestyles. They enjoy well-balanced, nutritional meals and particularly like to grow and prepare their own vegetables. Babies and very young children are offered regular drinks and, as they get older, they learn to help themselves to a drink of water whenever they are thirsty. They enthusiastically access the outdoor play area on a regular basis and make the most of these opportunities to take physical exercise in the fresh air. Children are introduced to good hygiene practices at a very early age, and younger children are helped to wash their hands before mealtimes.

Children learn important lessons about how to keep themselves safe. They put safety helmets on before they ride bikes in the outdoor play area. They often go on walks and outings around the local area and learn how to cross the road safely. Older children enjoy exploring the outdoor environment in the neighbouring kindergarten and develop skills in assessing risks for themselves. For example, they learn to handle natural materials, such as twigs and sticks, safely, and carefully help to build fires so they can toast marshmallows. All of the children develop close, affectionate relationships with the staff caring for them, which helps them to settle quickly and feel secure within the nursery. Children develop excellent community awareness by regularly going out and about in the local area. They visit places of local interest and attend events, such as a concert in the nearby school. Their behaviour is exemplary as they are sensitively supported by the staff in learning how to share their toys and take turns. Children learn about different cultures and diversity within their community as they celebrate a range of festivals, hear different languages spoken and use simple signs to support their communication.

Children enter the nursery very enthusiastically and cannot wait to get involved in the many activities on offer. They are able to concentrate for long periods of time as the activities are carefully planned to sustain their interest. They are driven to explore the vast range of resources available to them, which enable them to engage all their senses as they investigate different textures, sounds, colours and aromas. Older children use many different materials to make marks, patterns and pictures, both indoors and outdoors, make and use instruments to experiment with sound, and experience strong aromas when baking items, such as garlic bread.

Children are skilled at initiating their own play. For example, they engage in role play, choose to play in the sand, kick balls in the outdoor area and practise their balancing skills on upturned crates. They are also keen to get involved in activities that are led by staff. For example, they enjoy hollowing out a pumpkin to make a Halloween lantern and rush to catch bubbles that a member of staff blows across the garden. Although they cannot move freely between the indoor and outdoor environment, they are offered regular opportunities to access both areas in all weathers. All of these learning experiences are supported expertly by the skilled staff team, who help children build on the skills and knowledge they already have.

Children are supported particularly well in developing their communication, language and literacy skills. They enjoy listening to stories, particularly when staff enhance their story sessions using characters and resources from their story sacks. Staff have high expectations of the children and encourage them to explore, investigate and work things out for themselves. Children develop a very good understanding of technology as they use electronic toys, take photographs using their own cameras and view them on a laptop computer. Children develop very positive attitudes to learning as the activities are carefully planned to sustain their interest and support their development. This provides a very firm foundation for their future progress and learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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