

# The Cheshire Day Nursery

Inspection report for early years provision

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**Unique reference number** EY345720  
**Inspection date** 27/10/2011  
**Inspector** Sylvia Cornock

**Setting address** The Kindergarten, Grammar School Road, Warrington,  
Cheshire, WA4 1JL  
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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 is one of five nurseries run by The Cheshire Day Nursery group and was registered in 2007. It operates from four rooms in a converted building and all children have access to a secure, enclosed outdoor play area. It is situated in the Latchford area of Warrington. The nursery is open each weekday from 7am until 7pm for 52 weeks of the year.

A maximum of 31 children aged three to under eight years may attend the nursery at any one time. There are currently 39 children attending who are within the early years age group. Of these, 31 are in receipt of funding. The nursery currently takes children from three to five years of age. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and children with English as an additional language.

There are 7 members of staff including the manager who work directly with the children. The manager is qualified to NNEB and has a Foundation Degree in family and Early Child Hood Studies. Two part time teachers hold B Ed Hons both having also achieved Early Years Professional Status. One member of staff is qualified to Foundation Degree level, two staff hold NVQ level 3 and one staff member level 2 working towards level 3. The Nursery receives support from the Local Authority and is a member of the Pre School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare needs are rigorously safeguarded because staff are extremely professional and endeavour to maintain the highest possible standards of care and education. Children make outstanding progress within the Early Years Foundation Stage and overall enjoy an extensive range of highly enjoyable activities. They are valued as unique individuals and inclusive practice is a key strength within the setting. Children's progress is imaginatively shared through superb partnerships with parents and carers and other early years professionals. The setting demonstrates an excellent capacity to improve, having implemented a significant number of positive changes. The management team, in consultation with staff, parents, carers and children are constantly reflecting upon their practice and identifying further areas for improvement.

## What steps need to be taken to improve provision further?

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

- extend further opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing

and communicating ideas and different responses to media and materials.

## **The effectiveness of leadership and management of the early years provision**

The extremely strong management team ensure that the safety and welfare of children is given high priority throughout the setting. Staff have an excellent knowledge and understanding of safeguarding through comprehensive policies and procedures which are reviewed on a regular basis to ensure they continue to meet requirements. Highly effective recruitment, employment and induction procedures are in place to protect children. The organisation and management of the setting is superb with the focus always on helping children to make outstanding progress and promoting their welfare. For example, staff use extensive daily risk assessments and safety checklists, to ensure that the environment is always safe, clean and fit for use. Robust risk assessments are completed for all outings and outdoor pursuits to ensure children's safety.

The whole staff team is inspirational, enthusiastic and highly motivated towards providing excellent quality care and education for children. Staff are exceptionally well qualified with some staff gaining individual national awards for their services to young children. They are supported by a strong management team who are actively involved in all aspects of the provision. Staff meetings and appraisals are held to further enhance staff development and as a result they have an excellent understanding of their roles and responsibilities. Consequently, they work highly effectively as a team because they feel valued, supported and exceptionally well involved with the setting. Staff have great enthusiasm and show an outstanding commitment towards their involvement in the self-evaluation process in order to bring about continuous improvement. They have addressed the three recommendations from their last inspection appropriately.

Staff complete extensive daily records of children's progress and make detailed activity plans, to ensure the six areas of learning are providing a stimulating and dynamic environment both inside and outside. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate individuals with a desire to participate and achieve. A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children and as a result their needs are extremely well met. Children with special educational needs and/or disabilities and those who speak English as an additional language are extremely well supported through the staffs' exceptional liaison with other professionals, parents and carers. Comprehensive systems are in place to work alongside the reception class teacher, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is superb as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions and the completion of the child's learning journey. Parents and carers are actively encouraged to support their child's learning at

home through the share a book scheme. Parents and carers comment on their appreciation of the staffs commitment in providing excellent care and education. Displayed information, parent information pack, children's artwork and informative learning journeys clearly illustrate to parents the exceptionally high quality care and education that is offered.

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

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment, is inspirational. Children's levels of achievement are excellent in relation to their starting points and capabilities. The superb range of resources are varied, stimulating and easy to access. Routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and at home, and make significant gains in their learning and development. Staff organise the space and resources within the indoor and outdoor areas with great skill offering superb experiences and interests. For example, making pizzas in the rainy outdoors and placing them with safety on the real fire. To add to this exciting time they choose to roast marshmallows and experience a new taste. This ensures that children receive an extremely rich and stimulating play experience, with a well balanced mix of adult-led and child-initiated play.

Children are greeted at the door and welcomed into an environment with a superb range of resources and equipment. They are making outstanding progress in their personal, social and emotional development because staff are highly effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. Staff make excellent use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They provide superb resources to enhance children's development of communication, language and literacy skills. Children enjoy taking part in the jungle story and using books which represent other cultures and the world. They are extremely competent in counting, recognising numbers and letters. They demonstrate excellent listening and concentration skills. For example, children sit together as they select what goes into the silly soup and eagerly sing the song.

Children's creativity is supported through access to an excellent range of role play equipment, such as the Garden Centre. The building area offers superb opportunities to create large constructions with excellent imagination. They use an extensive range of media, such as chalks, paint, sand, water and dough. They enjoy opportunities to design and make objects using recycled materials. However, opportunities for children to work alongside artists and other creative adults so that they see at first hand different ways of expressing and communicating ideas are less well developed. Children self-register by moving their name from one area to another on the electronic board linked to the computer, this develops children's technology, problem solving and mathematical skills. All children experience and have great fun in the superb outdoors where they can choose activities to develop their creative and physical skills. Children are involved fully in all aspects of an

activity from start to finish and the staff take every opportunity to explain why something happens or how it works.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in evacuations of the building. The setting focuses upon emotional and physical health, and cultural diversity, as they embrace and welcome everyone into a wholly inclusive environment. Children celebrate a wide variety of different festivals and have an excellent understanding of helping others. The promotion of healthy eating is outstanding because staff provide children with an extensive understanding of which foods and drinks are good for them, through the healthy home cooked meals provided. Children know how to adopt good personal hygiene. They acquire competency, confidence and independence in all areas. As a result, children exhibit excellent skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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