

# Risley Day Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY100587
<b>Inspection date</b>	25/10/2011
<b>Inspector</b>	Emily Wheeldon

<b>Setting address</b>	14/15 Delenty Drive, RISLEY, Warrington, WA3 6AP
------------------------	--------------------------------------------------

<b>Telephone number</b>	01925 828 980
<b>Email</b>	risleydaynursery@hotmail.com
<b>Type of setting</b>	Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Risley Day Nursery is privately owned and opened in 2002. It operates from a converted detached property on the border of Risley Industrial Park. It is open each weekday from 7.45am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 39 children under the age of eight years may attend the nursery at any one time. There are currently 50 children aged from birth to under five years on roll, some in part-time places. Of these, 11 children receive nursery grant funding. No children with special educational needs and/or disabilities are cared for at present. Children are cared for in four age related group rooms and have access to a shared outdoor play area.

There are 17 members of staff, including the manager. Of these, five have a level 2 early years qualification, 12 have qualifications at level 3 or above and of these, one holds Qualified Teacher Status. The nursery receives support from Warrington's Early Years Development and Childcare partnership and is a member of the National Day Nurseries association. The nursery holds the Investors in People award.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides a warm, inviting and generally well-resourced environment where children feel happy and secure. Children make good progress towards the early learning goals and engage in independent, active learning in an enabling and inclusive environment. The majority of hygiene procedures are good. Partnerships with parents and other providers are a strength and means that children progress well in relation to their starting points. The staff team have a clear vision for the continuous improvement of the setting. For example, they recognise the need for parents and children to be able to contribute their thoughts and ideas to the process.

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

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

- provide a range of everyday objects for babies to explore and investigate
- further promote the good health of children taking necessary steps to prevent the spread of infection.

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

The staff have an excellent understanding of safeguarding procedures. They clearly demonstrate the appropriate action to take in the event of any allegations or signs of child abuse. Children are further safeguarded by the setting's robust recruitment, vetting and induction procedures which help ensure the suitability of staff who work with children. An appraisal system is in place and staff access training to ensure they have the necessary knowledge and skills to care for children. Staff are well deployed and are expertly supported by the Deputy Manager in curriculum areas and observation and planning. Detailed risk assessments on the premises ensure that safety is continually monitored and reviewed. Extreme care is taken to ensure that only persons known to the setting collect the children at the end of the day. The manager is vigilant and has recently installed a new window in the bathroom area to further protect the safety of adults and children. All the necessary records, policies and procedures are in place and followed by the staff to allow the smooth running of the setting.

Managers have a clear and accurate vision and consistently communicate high expectations to staff about securing improvement. The staff effectively evaluate the provision, they continually look for ways to improve their practice and previous recommendations have been met. For example, developing more effective systems for the recording and evaluations of next steps in children's learning. Opportunities for children to freely access writing and mark making materials independently during play and extending and challenging children's thinking during their chosen activities are now securely in place. The nursery has recently been involved in the 'Every Child a Talker' project which feeds in to the setting's Quality Improvement Support Programme. Key workers highlight areas of language the children have achieved based on their observations and progress is monitored every term. This further develops early communication and literacy skills.

The setting welcomes children from all backgrounds and abilities and includes them fully in the activities. This ensures children are happy and feel involved. Although there are no children with special educational needs and/or disabilities in the setting, staff are aware of the importance of establishing links with outside agencies and have policies and procedures in place should there be the need to support children. Parents are actively involved in their children's learning and provided with good quality information about the nursery. Feedback from parents is positive and constructive and staff work hard to meet concerns they may have. Children are allocated a key person who takes time to get to know their needs and interests. Secure links with local schools helps support transitions towards the end of the year.

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

All staff have a secure understanding of the Early Years Foundation Stage. A good range of resources, indoors and out, are used successfully to stimulate and interest children in a variety of ways, ensuring their learning and emotional needs are met. Babies are happy and content because their key workers ensure their emotional and physical needs are met. The learning environment is fit for purpose however resources are predominantly plastic and do not give them opportunities to explore a variety of materials and develop their senses. Observation is integral to their practice which results in key workers having a good understanding of individual's interests and needs. The staff's knowledge about the children is utilised well to plan for the next steps in children's learning. Clear and effective systems for covering all areas of learning ensure that all children receive a broad and balanced curriculum and gaps in planning are detected. Children enjoy their time in nursery, being encouraged to follow their own interests and select activities of their choice.

All children, including babies, show an extremely strong sense of security within the setting because they know when to ask for help and babies quickly settle. For example they give face to face contact and smile when receiving cuddles. Children are developing good communication skills because staff engage with them, allowing them time to think and listen to what they say. Snack times provide children with opportunities to make positive relationships with their peers by helping staff to identify children in photographs attached to drinking cups. Children are secure with the routines and follow instructions competently. Many opportunities are available for children to develop their self-help skills as they self-register at the beginning of the day and put on shoes and coats before they go out to play. This demonstrates that children are confident and independent in their learning. Behaviour is very good and children begin to show an excellent awareness of responsibility within the setting, as they tidy toys away and play harmoniously with their peers.

Mathematical concepts are incorporated in children's play at every opportunity. For example, children are encouraged to count footsteps in sequence as they climb up a wooden ramp. Staff celebrate a wide range of cultural festivals. For example, pre-school children learn about Diwali and enjoy playing in the Indian restaurant they have created in the role-play area. Staff give children opportunities to look at images and resources that reflect our diverse society and talk in detail about why people use hearing aids or braille. Children confidently use ICT resources and a varied range of creative and role play opportunities to allow them to develop their creativity.

Children develop a range of physical skills and benefit from fresh air and exercise through energetic play outdoors. Children develop fine motor skills as they attempt to write letters to spell words like 'ted' on whiteboards. All children are provided with healthy and nutritious food which is freshly prepared on site by a fully qualified chef. Partnerships with parents are strong and the nursery listens to parents' views about menus and together plan meals which are varied and healthy. Children wash their hands before eating, however, they share a towel which

means that infections can be spread. Visual prompts are available in the bathroom area to remind children of the importance of hand washing. Fire drills are practised on a regular basis, ensuring the children are confident about what to do in the event of an emergency evacuation.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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

The quality of the provision in the Early Years Foundation Stage	2
------------------------------------------------------------------	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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