

# Chester Road Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY276478

**Inspection date**

23/02/2012

**Inspector**

Sheila Harrison

**Setting address**

1056-1058 Chester Road, Stretford, MANCHESTER,  
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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.

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**

Chester Road Day Nursery is privately owned and was registered in 2004. It operates from rooms in two converted Victorian terraced houses on the main A56 road in Trafford. There is a large outdoor play area. The setting serves the local area and is the chosen provider for, Stretford and Lostock, and Firwood Children's Centres.

The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 55 children may attend the setting at any one time. There are currently 85 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded 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.

The setting employs 14 members of child care staff. Of these, three hold appropriate early years qualifications at Level 2 and 10 at Level 3. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children clearly enjoy their time in the setting and they make good progress towards the early learning goals. Parents are well informed of their child's achievements and their individual needs are generally met. The setting has highly effective partnerships between other professionals. Children are effectively safeguarded and protected. Records and procedures mostly ensure their health. Staff demonstrate a good capacity for continuous improvement and a genuine desire to do the best for the children.

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

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

- take necessary steps to prevent the spread of infection, with regard to hand-washing procedures
- make the premises suitable for purpose and organised in a way that meets the needs of children. This refers to ensuring children have adequate privacy when using the toilet
- promote children's linguistic diversity and provide opportunities for children to use their home language in their play and learning.

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

Arrangements for safeguarding children are strong and carefully managed. All the records required for safe and efficient management of the early years provision and to meet children's needs are maintained and effective. The suitability of all adults looking after children are ensured with robust recruitment processes and secure induction procedures. Efficient processes are in place for identifying and supporting any child at risk of harm.

There is a common sense of purpose between adults who work exceptionally well together to ensure that all groups of children have the opportunity to achieve as much as they can. Morale is very high and belief in the setting's success runs through all levels of staff. Staff are enthusiastic and share good practice with each other; bringing fresh ideas to the team. Recommendations from previous inspections are successfully met and plans for the future are skilfully targeted to bring about further development of the provision and outcomes for children.

The accommodation is well suited to its purpose. An extension to the premises has given further scope for children to move around safely and provides more opportunities for them to extend their learning. For example, a comfortable room is available for small group work. The premises are managed well with maintenance issues quickly attended to. Older children can independently use the toilets although the lack of privacy impedes children's dignity. The environment is conducive to learning. Displays are rich in print. Furniture and equipment are of high quality and suitable for the ages of children.

Children are encouraged to feel valued and free from discrimination as they acknowledge traditional festivals and those of the wider community. Staff ensure they have a few words of the home language for children with English as an additional language and bilingual children. They use their skills in other languages to help some children use their home language in their play and learning although this service is not highly developed to cover all the children's home languages. This limits opportunities for all children to fully value their first-hand experiences and cultural backgrounds.

An effective working partnership with other professionals ensures every child receives high levels of support at an early stage. There is a valuable two-way flow of information with staff in other specialist settings to ensure individual plans for children are in place and successful. The setting has a highly positive relationship with all groups of parents and carers. Staff talk to the parents and carers on a daily basis and any queries are quickly dealt with. They welcome parents into the setting to view their child's development and assessment folder at any time. Parents are encouraged to spend some time in the setting seeing their children's play and learning. Daily diaries for the younger children ensure information on the child's day is passed to the parents. Parent representatives attend team meetings and pass on queries and suggestions to the provider. Parents report they are very happy with the setting.

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

Children clearly benefit and thrive as a result of the setting they are in. Staff have a good knowledge of the Early Years Foundation Stage and they take effective steps to close identified achievement gaps. Staff undertake sensitive observations and assessments of each child's development and they plan for the next steps using the Early Years Foundation Stage 'Development Matters' guidance. They ensure each child is sufficiently stimulated, through a wide range of planned and child-initiated play activities.

Staff are skilled at promoting positive attitudes to learning and children enjoy the practical and interesting activities they prepare. Children thoroughly enjoyed fitting books into various sized boxes. They use mathematical language to compare the size of the boxes, count the books and make comparisons between quantities. Children continue to be interested and motivated to learn as they progressed to estimating and weighing various objects.

Children are well supported to develop the habits and behaviour appropriate to good learners. They are forming friendship and show care and concern for each other. Children show pride in their work and are eager to show their homework book. Staff are diligent in supporting learning through conversation and questioning that helps to develop and extend communication skills. Children explore malleable materials and engage in activities to develop fine movements of their fingers and hands as they experiment with spray foam. Babies are tenderly supervised by caring staff who constantly talk to them to stimulate their language and understanding. They are content, happy and confident. Children use the outdoor area to experience all the areas of learning on a larger more active scale. They greatly enjoy taking turns to practicing aiming a football at goal.

Children have good opportunities to learn about their community and the wider world. They visit fire station and local facilities. Children enjoy planting bulbs and vegetables in the Spring and they learn about caring for the environment as they recycle the waste paper.

Children are helped to keep themselves safe as staff encourage them to adopt responsible practices, such as tidying up and moving carefully around the premises. They climb the stairs remembering to hold the handrail and to close the stairgates. Children's health is promoted well. The setting offers freshly prepared, nutritious meals and has a secure system to ensure dietary and religious requirements are followed. Staff generally implement secure hygiene procedures throughout the setting although some measures, such as the occasional lack of hand-washing processes after wiping runny noses does not fully prevent the spread of infection.

## 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  | 2 |
| 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        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

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