

# Thorley Day Nursery

101 Thorley Lane, Timperley, ALTRINCHAM, Cheshire, WA15 7AL

<b>Inspection date</b>	05/02/2013
Previous inspection date	22/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff use observation and assessment effectively to support children's individual learning and motivate them to make good progress from their given starting points.
- Staff organise a stimulating learning environment which ensures children enjoy a varied and interesting range of learning opportunities.
- The nursery maintains continuity through the established staff team who are regularly vetted and supervised to ensure they are suitable.
- Partnerships with parents are good as staff are committed to working together with them to ensure continuity of care and learning for children. Staff keep parents well informed both by written information and daily verbal communication.

### It is not yet outstanding because

- There is scope to further develop the effectiveness of monitoring and evaluation in order to enhance continuous improvement.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in the two playrooms and in the outdoor area.
- The inspector held meetings with the provider/manager and deputy manager of the nursery at appropriate times in the day and spoke with children.  
The inspector looked at children's observation and assessment records, planning records, evidence of suitability of staff working within the setting and a sample of policies and other documentation.
- The inspector took account of the views of four parents spoken to on the day.

## Inspector

Judith Kerr

## Full Report

### Information about the setting

Thorley Day Nursery was re-registered in 2009 on the Early Years Register. It is situated in converted domestic premises in the Timperley area of Altrincham, Cheshire and is managed by a private provider. The nursery serves the local area and is accessible to all children. Children are grouped in two rooms. There is an enclosed rear garden available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate

early years qualifications at level 3 and above. The deputy manager holds Early Years Professional Status and the manager has Qualified Teacher Status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 29 children attending who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities.

The nursery receives support from the local authority early years advisory team.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend the evaluation and monitoring process through careful analysis so that the drive to improve is strengthened and practice is clearly targeted to help children achieve the highest levels of achievements.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Staff provide an interesting and motivating learning environment which ensures children are happy to attend and eager to learn. The staff have a good understanding of how to successfully promote young children's learning and have high aspirations for each child. As a result, the children are well supported and make good progress towards expected development levels.

The activities provided extend across all the areas of learning and engage the children's interest. For example, an icicle hanging down in the garden on a cold day provides many opportunities to extend the use of language and encourage the older children to consider how it came to be there and what will happen to it. Children enjoy planting and growing in the garden which promotes care and understanding of the environment through the provision of well-planned activities. Babies develop their sensory skills as they paint with their fingers and play with gloop and sand. Staff respond quickly as they are alert to both their verbal and non-verbal requests. Children effectively extend their communication skills as staff encourage them to speak out in front of a group of their peers at circle time. Mark-making skills are developed as children use chalks and paints and attempt to write their name. Toddlers investigate the properties of ice as it melts and mould the play dough. Children learn to recognise different sizes and shapes as they use recycled materials to build and construct. There is a good balance between those activities children

self-select and those led by staff. This ensures a balanced range of planned opportunities across all seven areas of learning and children have the key skills needed for their next steps in their learning.

Observations across all the areas of learning are used by staff to plan for children's individual learning. Staff know their children well and are able to clearly describe the progress they have made. Regular progress reports are completed which clearly evaluate the children's achievements. These are measured against expected levels for children's age and a cohort tracker of all children in the group is also completed. In addition, staff also complete the progress check at age two where appropriate. This helps to support children's progress or identify if there are any concerns so that further support can be put in place. All children are working comfortably within the expected developmental stage from their given starting points. The nursery offers effective support for parents and children with disabilities. All parents are kept well informed about their children's progress through the sharing of developmental records with their child's key person. This ensures parents can build trusting relationships with staff who know their child well.

### **The contribution of the early years provision to the well-being of children**

The nursery has strong continuity within the staff team. Staff have a good knowledge and understanding of their key children which allows them to know where individual children are in their learning and the progress they are making. The staff welcome and value all children. They recognise and respond to their needs, feelings and interests. Strong links are developed with parents. Key persons gather lots of information about children's likes, needs, home routines and also their abilities during the gradual settling-in period. As a result, the children are familiar with their new surroundings which helps them settle well. They are comfortable, happy and build close relationships which supports their emotional health. Staff relate well to the children and take an obvious interest in everything they say and do. They ensure there is a good balance of adult-led and child-initiated activities which engross the children and ensure they are constantly tested and motivated. There is a broad range of interesting toys and equipment which support children's learning across all areas of development. These are well-organised in defined areas of interest. Storage arrangements ensure children can safely make their own choices which promotes their confidence and independence and allows them to direct their own play.

Staff offer gentle reminders to children to help them understand the importance of appropriate behaviour. Consequently, the children behave well and develop friendships with their peers. The children readily share the bricks and wait for their turn to share their news in circle time. Babies and young children seek hugs for comfort and close contact at quiet times, and especially before sleeping. Children develop effective personal hygiene routines as a result of consistent messages from staff and positive role modelling. For example, they understand the importance of careful hand washing at appropriate times to prevent the spread of germs. The nursery ensures snacks and meals meet children's individual dietary needs and are healthy and balanced. Water is freely available, all of which helps to keep children nourished and hydrated. Children's self-help skills are encouraged from an early age by staff who ensure they are well supported. For example, even babies manage to feed themselves and older children confidently find and put on

their coats before going outside to play. Children enjoy outdoor play throughout the year in the large garden area. This helps them understand the importance of fresh air and exercise as part of a healthy lifestyle. For example, older children enjoy the challenges of pedalling the bikes and searching for worms in the garden. Younger children explore ways of crawling through the tunnel and catching the balls. There are also varied opportunities for children to develop fine motor skills by using pencils, dough cutters, scissors, glue sticks and paintbrushes both indoors and outside.

Useful links with other agencies and local schools ensure quality information is shared. This promotes high levels of consistency for children's welfare and development; it supports smooth and secure transitions between rooms within the nursery and the next steps in learning at school.

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

The staff team are secure in their knowledge of the Statutory Framework for the Early Years Foundation Stage which enables them to understand and meet the regulations. The well-established appraisal system also reviews the continuing suitability of all staff. For example, precise tracking records of vetting procedures demonstrate the steps taken to make certain staff are and remain suitable to work with children. Staff who are awaiting clearance checks are always supervised and mentored by experienced staff members. Staff performance is also supported and monitored through regular peer observations and supervision to ensure staff are fully supported in their professional development. The staff team are well-qualified and attend training to ensure their knowledge of current safeguarding procedures is up-to-date. As a result, staff know how to recognise any signs and symptoms of concern and also how these are to be referred to the appropriate persons. The written safeguarding policy has been updated to reflect how the nursery manages the use of mobile phones and cameras and an additional notice is displayed for parents in the entrance.

Staff implement effective teaching methods which motivates children to learn. Their understanding of the learning and development requirements is secure which enables them to consistently plan for the next steps in children's individual learning. The robust monitoring of the educational programmes ensures that staff are confident in the delivery of a broad range of experiences that are planned to help children make progress in all areas of learning.

The manager and staff understand the importance of working with other agencies and providers to help support children's ongoing learning and development. Parents are signposted for additional support as and when necessary to ensure children receive the help they need. Transitional assessments are exchanged with parents who can then pass them to their child's school to realistically support individual children and provide continuity of care and learning.

Staff develop beneficial partnerships with parents. They relate well to parents, speaking with them in a friendly but professional manner. There are clear systems in place for

gathering information from parents before children are admitted to the nursery. This ensures staff are informed and can plan for individual learning. The nursery provides informative newsletters which help parents understand how the activities they do at home support children's learning and development. Staff are readily available to talk with parents about their children and actively seek information from them about family events and their child's particular interests. Parents express high levels of satisfaction with the service provided. They recognise their children's speech and social skills are developing very well. Staff work closely with parents and other agencies to support all children, including those with additional needs.

The nursery has met the recommendations set at the last inspection in order to improve the quality of the provision. Systems for the continuous improvement of the nursery work well in the main. Experienced managers work closely with a committed staff team. An ongoing action plan, which is compiled with support from the local authority, addresses priorities identified through regular meetings. Evaluation systems include the views of staff and children in the nursery. However, there is scope to extend this process and the local authority recognise it is an area for improvement.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY391817
<b>Local authority</b>	Trafford
<b>Inspection number</b>	899632
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	22
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Thorley Day Nursery Limited
<b>Date of previous inspection</b>	22/01/2010
<b>Telephone number</b>	0161 903 9245

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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