

Warrington Day Nursery

David Lloyd Racquet Health & Fitness Club, Cromwell Avenue South, Great Sankey, WARRINGTON, WA5 1HH

Inspection date	19/03/2013
Previous inspection date	06/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The nursery is spacious and welcoming. Staff support children's all-round development and emotional well-being and provide a broad range of experiences that develop their growing independence.
- Highly effective partnerships with parents and other agencies involved with individual children ensure children's needs are very well met.
- Children's learning is significantly boosted through the strong links with other professionals and the way parents share their skills and talents. For example, children learn to speak French and Spanish. They also learn to swim and to play tennis.

It is not yet outstanding because

- There are occasions when children are asked questions and are not given sufficient time to think about what they want to say and put their thoughts into words.
- There is scope to improve the use of space, resources and equipment before lunchtime in the nursery room, as some two-year-old children are sat waiting and not fully engaged in an activity. As a result, staff do not fully promote two-year-old children's social skills as well as they do at other times of the day.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery and in the garden.
- The inspector looked at children's records, learning journals and planning documentation.
- The inspector checked evidence of staff's suitability to work with children, the provider's self-evaluation form and self-identified development plan.
- The inspector spoke with the manager, individual staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Lynne Naylor

Full Report

Information about the setting

Warrington Day Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of 79 nurseries managed by Asquith Court Day Nurseries Limited. It is situated in purpose built premises within the David Lloyd Leisure Club in Warrington, Cheshire. The nursery serves the local area and is accessible to all children. It operates from self-contained space with five rooms on the ground floor, and a fully enclosed area available for outdoor play. The nursery employs 32 members of childcare staff. Of these, 30 hold appropriate early years qualifications with two at level 2, 19 at level 3, and three at level 6. The nursery opens Monday to Friday from 7.30am until 6pm, for 51 weeks a year. Children attend for a variety of sessions. There are currently 128 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery also provides creche facilities for children of parents using the leisure club facilities.

What the setting needs to do to improve further

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

- give children 'thinking time' when asking questions and wait for them to think about what they want to say and put their thoughts into words

- review the use of space, resources and equipment around lunchtime to keep two-year-old children engaged in an activity and their good social skills consistently promoted.

Inspection judgements

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

Children are generally working comfortably within the typical range of development expected for their age. Where children's starting points are below those of others of their age, assessment shows that they are improving consistently and the gap is steadily closing. This is because staff adapt activities to ensure each child enjoys taking part and achieves well given their capabilities. Staff observe and accurately assess children's progress as they play and support and purposefully extend their learning. They actively encourage parents to share what they know about their children's learning and development at home. This helps staff to purposefully plan activities that interest children as they work towards their next steps. Parents are well informed about how different

activities promote children's development. Staff and parents exchange information in a wide range of ways. Their child's progress and new learning targets are shared with parents. Parents share their talents and skills to benefit children. For example, a parent teaches the children to speak Spanish and another, who is a dentist, uses props to talk about the care of teeth. Another parent who is a veterinary nurse supplies authentic props for the role play pet surgery.

Staff effectively encourage children's communication and language skills and promote their physical, personal, social and emotional development. Children's good progress in these three areas ensures that they have the key skills needed for the next steps in their learning, such as, moving on to school. Staff encourage babies' speaking and listening skills and steadily encourage their understanding so they can link words with actions. Staff provide a verbal commentary on what babies are doing, and what they are doing, for instance, when serving meals. Children who speak English as an additional language receive appropriate support, for example, through the use of pictures and signs and by staff using key phrases in their home language. Children frequently sing rhymes and enjoy stories read by staff. Staff ask appropriate questions as children play, however, do not always wait for answers before speaking for them. This means on some occasions the children have insufficient time to think about what they want to say in order to answer questions.

Toddlers explore technology as they push buttons on books to activate sound and light. Older children confidently use a range of technological equipment. They refine their mouse skills as they operate computer programmes and are adept at using the interactive white board. They make good use of simple equipment, such as magnifying glasses, binoculars and cameras. They look closely at potted plants, investigate the growth and record their findings in photographs. This effectively refines their technological skills and increases their understanding of the world. Children develop good mathematical skills as they measure the height of their plants with a tape measure. Children develop good hand to eye coordination as they build with construction set bricks. They use appropriate mathematical language, such as 'big', 'gigantic' and 'enormous' to describe the height of their tower. Children enjoy many experiences, which relate to their own culture and raise their awareness of the culture of others. For instance, they make paper shamrocks for Saint Patrick's Day.

Children develop good physical skills as they manipulate, roll and cut dough. Babies have fun as they investigate a wide range of sensory materials, including paint, shredded tissue paper and feathers. Babies practise making marks as they move their fingers through jelly, dry cereal and whipped cream. Toddlers run their fingers through a mixture of flour and glitter, and dry paintbrushes through sand sprinkled on the table. Toddlers enjoy sensory experiences and have good access to toys, instruments, everyday objects and natural items to freely explore and investigate. Children enjoy painting, writing and drawing, which effectively promotes their early writing skills and their creativity.

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

Children manage their personal needs increasingly well, relative to their ages. Good access to bathrooms from each room, means children safely and independently go to the toilet. Two- and three-year-old children make good efforts to put on their coats before they play outside. They help themselves to water when thirsty. Staff carefully check their records of each child's dietary needs before food is served to ensure these are addressed appropriately. Nutritious meals are cooked on the premises from fresh ingredients. Older children guess what ingredients have been used to make meals and discuss the health benefits. Babies and children sleep comfortably in cots or on beds at times according to their routine. Good hygiene is maintained as bedding is washed after each use.

Children develop healthy lifestyles as they gain an understanding of the need for physical exercise. There is ample space for babies to roll and crawl and for toddlers to practise walking. They crawl across large soft shape, inside and imitation grass slopes, outside. Staff sensitively encourage and support them as they improve in ability and confidence. Older children make good use of the sports facilities on site to successfully extend their physical capabilities. They exercise vigorously as they play outdoors and as they move to music in the dance studio. They are taught by professional coaches to play tennis on the courts and to swim in the pool.

Parents comment that the nursery is stimulating and the rooms and the staff are always welcoming. Good use is made of space, both inside and outdoors, which enables children to move freely around. Children receive praise from staff for achievements and positive behaviour, which promotes their self-esteem and confidence. They share concerns with staff, which demonstrates that they feel safe and are beginning to develop an understanding of acceptable behaviour. Staff are suitably qualified and throughout the day, staffing levels are effectively maintained. The behaviour of pre-school children is exemplary. Staff generally sort minor squabbles of two-year-old children quickly and sensitively. There is scope, however, to better organise the time and resources before lunch for two-year-olds. This is in order to maintain children's interest in an activity and reinforce their good social skills.

An effective key person system helps ensure children's emotional well-being as they build secure attachments with staff who have a good understanding of their individual needs, interests and abilities. Children's good progress continues each time they move up to the next room. This is because staff organise visits to the next room and ensure that the new key person has a written assessment of the child's prior skills, knowledge and understanding. These transitions are discussed thoroughly with parents to ensure that children continue to feel safe and secure. Similarly, children are well supported by staff to move on to other settings and to school and are, therefore, well prepared for the next stage in their learning.

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

Staff demonstrate a secure understanding of how children learn through play. They effectively support children to make good progress towards the early learning goals. A key person, who is aware of their interests and abilities, individually plans activities for each

child. Room leaders oversee the assessment and planning in their rooms to ensure that they are effective for each child. In turn, the nursery manager regularly monitors the performance of staff. Staff increase their knowledge skills and understanding through shadowing other staff and through a wide range of training packages designed by the company. The management and staff team have a good capacity to maintain improvement. The manager is very well supported by the company that takes care of some office responsibilities. This enables her to use her skills and knowledge to monitor the educational programmes. She has, for example, recently improved the way she monitors staff performance and the effectiveness of teaching. This is already having a good impact on children's learning. A wealth of other ways to monitor and evaluate all aspects of the nursery are firmly in place. Parents and children feed into the evaluation system. There are strong links between identified priorities and plans for improvement.

Robust recruitment and vetting, followed by indepth induction and appraisal, check and monitor staff's suitability to work with children. Arrangements for safeguarding children within the nursery and through work with outside agencies are good. All staff have a good awareness of the safeguarding and welfare requirements of the Early Years Foundation Stage. Parents have access to a wealth of information about the nursery. They are well informed about the Early Years Foundation Stage. Partnerships with parents and external agencies strongly contribute to meeting children's needs and securing the support they need. During the inspection, many parents were eager to speak very positively about the way staff care about their children. Positive links with professionals from other agencies, such as speech and language therapists, effectively support children with special needs and/or disabilities. Staff follow plans to make sure that children make consistent progress in the areas where they need extra support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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

Unique reference number	EY285467
Local authority	Warrington
Inspection number	908888
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	109
Number of children on roll	128
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	06/08/2009
Telephone number	01925 418175

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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, which are usually the childminder's 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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