

Knutsford Day Nursery Ltd

The Old Library, King Street, Knutsford, WA16 6DN

Inspection date

25/02/2013

Previous inspection date

04/09/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children forge trusting and caring relationships with the staff. They settle well and enjoy close and appropriate attention and interaction, promoting a sense of emotional security.
- The programme for children's physical development is well planned and delivered. Children have a wide range of opportunities to learn about healthy lifestyles and how exercise and physical activity promotes their health and well-being.
- Staff regularly observe and assess children's progress, interacting appropriately to support their independent choice of activities. Children have access to a wide range of resources that are well presented and plentiful, supporting self-initiated play.

It is not yet good because

- Staff do not always challenge and extend older or more able children sufficiently, in order to support them in making good progress, particularly in mathematical development and understanding of the world.
- At times, the nursery routine encroaches on younger children's social development, particularly during the organisation of the lunch time session.
- The use of non-verbal strategies has not been fully considered, to enhance children's language and communication skills and reduce frustration, particularly where language is still emerging.

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.

Inspection activities

- The inspector observed activities and staff interaction with the children throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owner, the deputy manager and staff at appropriate times throughout the day.
- The inspector interacted with children and spoke with them appropriately during the course of the inspection.
- The inspector conducted a safety check on all areas of the premises, indoors and outside and examined the nursery's risk assessments.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

Inspector

Patricia Webb

Full Report

Information about the setting

Knutsford Day Nursery was registered in 2005 and is on the Early Years Register. It is situated in converted library premises in the centre of Knutsford in Cheshire and is managed by a private limited company. The nursery serves the local area and is accessible to all children. It operates from four care rooms and there is a fully enclosed area available for outdoor play. The nursery employs 16 members of child care staff. Of these, 12 hold appropriate early years qualifications at level 2 and 3. One member of staff is working towards a Foundation Degree. Additional housekeeping staff are also employed, including a cook. The nursery has access to additional bank staff as required. 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 87 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special needs and/or disabilities. The nursery is a member of the National Day Nurseries Association.

What the setting needs to do to improve further

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

- review the organisation of lunch times for toddlers to help them enjoy their meal times and prepare for afternoon sleep in a more calm and orderly environment, making sure that nursery routine does not encroach on this
- support children in using a variety of communication strategies, including signing, where appropriate, to further promote effective communication and reduce the risk of frustration when spoken language skills are emerging
- plan more challenging and enjoyable experiences with higher expectations for older or more able children, particularly in the areas of area of mathematical development and understanding of the world, by providing opportunities for children to measure time, length and size and create simple maps and plans.

Inspection judgements

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

Children are making sound progress in their learning and development based on their varying starting points. Staff regularly observe and assess children's progress and, for the

most part, this is accurately measured against developmental ages and stages. The progress check at two years is being completed appropriately for children in that age range and parents are fully involved in this. This means that the assessments can be shared with the relevant health professionals and any concerns can be identified to plan for appropriate intervention if necessary. However, there is limited challenge and extension for older and more able children, particularly in the areas of mathematical development and understanding of the world. For example, where children discuss their journey to nursery in the car, staff have not fully considered extending this by introducing simple activities around map making or talking about direction. There is basic attention given to number concepts through counting, singing number rhymes and recognising written numbers and shapes. This has not yet been explored further to look at three dimensional shapes or to encourage children to calculate simple problems.

Some children show developing concentration skills as they complete complex jigsaws with each other. They are confident in asking for assistance as a child tells a friend that 'the jigsaw is tricky, I need a grown up', and the help is readily forthcoming. Many children's language skills are strong, as they chat about their time in nursery and delight in sharing their learning journey folders with visitors. Younger children are supported well as they join in with songs and rhymes and respond to the positive support from staff. Babies crawl and toddle to the low level mirrors to recognise themselves and respond to facial expressions as first steps in communication. Where children are identified as requiring additional support in their communication and language, staff work effectively with other agencies and professionals. Staff do use some pictorial prompts for individual children but have not fully considered the use of other strategies, such as signing, in a more universal way, thereby reducing frustration in younger children whose language is still emerging.

The promotion of children's physical development is a key strength in the setting. Children are active indoors and outside, using equipment and resources with skill and care. They join in with musical activities to learn how their bodies move and acquire a sense of rhythm. Babies develop their listening skills as they activate musical toys and explore the musical instruments with gusto, banging enthusiastically on the drums and tambourines. Older children eagerly recall the visit from a musical company when they had the opportunity to use a variety of large African drums for themselves.

Children are gaining skills in readiness for school as they have opportunities to organise their own play and develop their independence. Transition through the nursery is well planned. Key persons have discussions with parents in preparation and settling-in visits are arranged to make the move as sensitive as necessary for each child.

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

Children are happy and settled in the nursery, exhibiting strong relationships with their key persons. They look to familiar adults for reassurance and babies raise their arms to be picked up and settled. Detailed information is sought from parents with regard to care needs and routines and these are reviewed appropriately as children progress. Familiar comforters are made readily available to reassure babies and toddlers. This ensures

continuity of care practices used at home and helps them to feel settled and secure. Children show an understanding of how to behave as they are supported effectively by staff to consider the consequences of their actions on others. Individual support is planned for children to acknowledge strong emotions. They talk about how they are feeling, referring to the 'faces' they each made, to show these emotions. Children's self-esteem is promoted as their achievements and efforts are acknowledged and shared with parents through the daily diaries. Parents also appreciate the daily verbal discussions which keep them informed of their children's progress and how they have spent their day.

Children understand the benefits of a healthy diet and lifestyle. They enjoy the home-cooked meals that are balanced and nutritious and have worked on projects that look at 'brain food' that helps them to grow strong and healthy. They exercise using the mini-gym equipment with care, trying out their skills on the cycle machine and the 'cross trainer', activities that promote their coordination and test their stamina. Outside, children use a varying range of equipment to hone climbing and manoeuvring skills. A game of golf develops with older children taking the lead and reminding one another about the younger children in the area too. This supports children in learning to assess risk and become aware of their own and others' safety.

There are occasions when the routine of the nursery can hinder children's enjoyment of some activities. For example, the organisation of lunch time for toddlers is not always effective in offering a calm and relaxing environment in which they can have their meal and prepare for sleep time appropriately. Consequently, some younger children tend to get up and move around before they have finished eating, meaning that the development of their social skills is not fully promoted.

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

The provider is aware of informing Ofsted of significant incidents that affect the quality of childcare available. The provider recently informed Ofsted of the major building work, being carried out by a third party, which was taking place adjacent to the nursery, but did not fully clarify a specific incident that required an emergency evacuation of the premises. Nevertheless, the evacuation was carried out effectively and staff worked cohesively to ensure that no children were at risk at any time. The provider and senior management had completed thorough risk assessments with regard to the building work initially. The evacuation risk assessments have been reviewed in light of the recent incident to further ensure children's safety. Parents have been informed of these matters and have been further reassured by the provider's commitment to seeking additional confirmation of the safety in the area from the company responsible for the building work.

Staff have a sound knowledge and understanding of safeguarding. They are confident about child protection procedures and the action they would take to report any concerns if necessary. There are also robust procedures in place to monitor the presence of other adults on the premises, such as builders, to further ensure children's safety and welfare.

Staff recruitment systems are effective in ensuring staff suitability, both at the time of their original appointment and through ongoing supervision and appraisals. Staff are made aware of the impact their personal conduct can have on their professional work, ensuring that any staff working with children are suitable to do so. There is a programme of professional development in place to monitor staff practice and drive further improvement. Staff are supported in improving their qualifications, including undertaking a Foundation degree in early childhood studies and progressing from level 2 to level 3 to further enhance children's learning and development.

Parent's views and comments have been sought to contribute to the ongoing process of self-evaluation. The last request for questionnaires brought a strong response from around eighty per cent of families using the setting. Many comments refer to the bright and well maintained setting and the friendliness of the staff, particularly in supporting children in settling in. A number of parents expressed a desire for more detailed information about their children's learning and development progress. In response to this, staff now complete a daily 'blue book' for each child, recording their routine, their demeanour and what they have achieved and enjoyed during the day. Parents are being encouraged to add their comments to these to further develop the links with children's learning at home as well as in the setting. Relationships with others involved in children's care also ensure their needs 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	EY315231
Local authority	Cheshire East
Inspection number	906506
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	87
Name of provider	Knutsford Day Nursery Limited
Date of previous inspection	04/09/2009
Telephone number	01565 653147

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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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