

# Canterbury Road Day Nursery

186 Canterbury Road, Davyhulme, Manchester, Lancashire, M41 0GR

<b>Inspection date</b>	25/03/2013
Previous inspection date	13/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- All staff have extremely high expectations for what children can do. They share affectionate and caring relationships with them that increase children's enthusiasm for learning.
- Staff promote children's language and communication by highly effective interactions such as, singing engaging songs and modelling conversation.
- Staff take time to get to know the children they care for. They understand children's individual needs and interests and as a result, care is highly effective in making babies and young children feel content.
- The highly dynamic leadership of the nursery means that staff have clear objectives and work extremely well as a team. This leads to low staff turnover and therefore a stable and consistent team who care for children.
- The excellent range of enriching activities that children experience supports their readiness for school exceptionally well.

## 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 held meetings with the manager and senior staff.
- The inspector observed staff engaged with children during play and learning activities.
- The inspector sampled children's development records to monitor their progress.
- Required documentation and the nursery's self-evaluation was taken into account.
- Parent's views about the nursery were sought through discussion.

## Inspector

Anne Drinkwater

## Full Report

### Information about the setting

Canterbury Road Day Nursery was registered in 2009 on the Early Years Register and is privately owned. It operates from two floors in a large two storey detached property in the Davyhulme area of Trafford. There are two secure outdoor play areas and ramp access to the building.

The nursery employs 36 members of childcare staff. Of these, 35 hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round, except bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 149 children attending who are in the early years age group. The nursery supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

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

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

- enhance the inclusion of further resources and activities reflecting children's home languages to broaden children's knowledge and reflect a fully inclusive ethos.

### Inspection judgements

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

Staff provide a highly stimulating and inspiring environment where all children play and make significant gains in their learning. Children independently select resources and excitedly initiate their own learning. Precise systems of observation, planning and assessment are highly effective and seen as integral in supporting individual children's learning and development.

Activities are extremely creative and engaging. For example, children play with household items and natural resources that spark their imagination. Young babies explore items such as spaghetti, pasta, sponges, brushes and wood. They delight in the sensation of these on their skin and carry them as they move around the room. Staff stimulate children's sensory development further, by providing activities in the well-resourced sensory room which allow children to let off steam or enjoy the tranquil calm environment. Children have ample opportunities to test ideas and experience challenge and anticipation as they animatedly explore rhyme and story bags.

All staff have an excellent understanding about how children learn and have high expectations for all children. Consequently, they understand when they need to stand back and allow children to have space, or intervene to forward their learning. Staff move children's learning on without rushing them, following their lead. They encourage children to talk about what they are doing, review what they have done and suggest ways forward. This positive support fully promotes children's thinking, language and creativity, so that they become highly reflective learners. Children's motivation and eagerness to join in, helps to prepare them superbly for their future learning and eventual entry into school.

Children develop a very good understanding of mathematical concepts, as staff make excellent use of daily routines. For example, older children confidently count how many children are present and say how many plates they need in total for each to have one. Children use a range of tools and equipment such as scissors, brushes and chunky chalks that help to support the development of small muscles in their hands. They develop their larger muscles in outdoor activities such as sliding, climbing and balancing. Staff support children's communication and language skills extremely well using songs and rhymes to promote talking and listening skills. They use excellent strategies to help children learn to recognise their names and point out familiar words and linking letters to sounds.

Staff skilfully support children in small group activities, concentrating on their specific individual needs. For example, they are skilled at recognising when a child is getting frustrated and quickly intervene to avoid disputes, gently explaining what is and is not acceptable. The staff value and respect the uniqueness of each child and support their awareness of the wider world through a varied range of resources and activities. All children are included in the setting, with activities adapted so even the youngest of children can participate. The nursery ensures festivals and special events relevant to the families that attend the group are respected and children who have English as an additional language receive good levels of staff support. Staff recognise the importance of developing the range of resources and artefacts at their disposal to fully support children's understanding of the diverse society in which they live.

Staff working with young babies are highly skilled at supporting their early language skills. They use excellent strategies to help babies find their voices and understand the rules of and convention of conversation. Staff are very proactive in sharing children's learning experiences in a variety of ways with parents. Parents share and discuss their children's achievements with staff and the meaningful two-way flow of information helps children to experience continuity, as parents can further their learning at home.

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

Staff are highly skilled in developing relationships with the children they care for. They have a depth of knowledge of children's individual needs and use this to provide extremely effective care for them. As a result, children are very close to those who care for them. Staff demonstrate genuine care; they are affectionate and sensitive in their interactions. For example, when children tire, staff softly stroke their faces and hair. Staff maintain eye contact during feeding and spend individual time settling young children. These

relationships support children's sense of security and self-esteem. They are confident to explore the new and exciting activities on offer and return to familiar staff for reassurance. Staff intuitively know children's needs and anticipate their changing moods. This means that children are settled and calm.

Excellent team working and planning helps children to experience the transitions as they move between nursery rooms when they grow. Children equally move confidently between home and nursery because staff gather comprehensive information about children's home life. The extended hours the key persons work enable parents to have a familiar face at the start and end of the day. Equally, the buddy systems enable all children to have consistency in their care. Staff apply a flexible approach to children's routines and allow parents and the children to dictate when they need to sleep and eat. This is important because it helps children to feel comfortable enough to learn and play and maintain a familiar routine for the children.

The nursery has won awards for its healthy eating initiatives; consequently, children gain an excellent awareness of healthy eating and cultural foods. Children plant, tend and harvest vegetables such as, leeks, tomatoes and potatoes on the nursery allotment. The nursery provides a very well-balanced menu that meets all children's individual requirements. Snack and lunch time are a sociable occasion where children are encouraged to serve themselves and eat and drink together. All children have daily outdoor activities and staff ensure they are dressed appropriately for the weather. Physical exercise is promoted exceptionally well both inside and out. If the weather is very bad staff organise equipment, such as pop-up tunnels and slides indoors. As a result, children gain an excellent understanding of the importance of physical exercise as part of maintaining a healthy lifestyle.

Children play together extremely well and demonstrate excellent behaviour. This is because staff guide their interactions, encouraging sharing and empathy for others using age-appropriate strategies. They seek support from other professionals to help monitor behaviour management techniques. The secure and consistent boundaries staff set, mean that children know what is expected of them, for example, to think about the consequences of their actions on others. This also helps them to have an awareness of safety and they begin to take responsibility for themselves and others. Children are affectionate and fond of each other. When children leave to go home, their peers wave and say goodbye. This helps to create a community where all staff and children share mutual respect and concern. In turn, children show high levels of self-esteem and confidence.

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

The inspirational leadership of the management team creates a staff team who are highly motivated and fully understand their responsibilities. All staff are highly committed to maintaining a safe environment for children. Staff know the signs and symptoms that might lead them to be concerned about children's behaviour or well-being. Staff deploy

themselves extremely well to safeguard and support children, which enables children to make full use of the premises. In addition, the reception staff monitor the main door at all times via the CCTV from the office. The environment where children play is safe because staff are vigilant in checking for hazards. Staff observe high levels of adult to children ratios at all times. This ensures that there are always enough adults present to safely care for children and ensure that their needs are always met.

Induction of new staff ensures that they know how to work in line with policies and procedures and rigorous checks confirm the suitability of those who work with children. The management team provide extensive in-house training and have high expectations of their staff. They set compulsory training for all staff, including safeguarding, first aid, health and safety, and food hygiene. Some training is specific to staff roles or interests, which motivates them to continue to update their knowledge and implement new initiatives. The nursery has a low turnover of staff because they are extremely happy in their work. The employee of the month award further motivates staff. They work as a highly effective team because monitoring and supervision of their work is fully embedded. The management team convey their exceptionally high standards and expectations to all staff who share their drive and ambition.

The newly implemented monitoring systems enable swift action to deal with any repeated accidents or incidents and further contributes to the uncompromising standards employed by the nursery. This drive to maintain the highest standards at all times directly impacts upon the quality of care children receive. Extensive systems of self-evaluation, including regular meetings for managers, staff, and questionnaires for parents, ensure that everyone using the setting can contribute. The owner and manager have a very positive attitude to the challenges they face as the nursery numbers grow and they have excellent plans in place to continue to improve. Partnerships with other professionals make a strong contribution to keeping children safe and ensure that every child gets the support they need to reach their full potential.

All staff have an excellent awareness of how to implement the early years learning and development requirements. They use their constant observations to provide summative assessments for parents and the required progress check at age two. Parents receive excellent information on the provision, and their child's care and development. The website, newsletters, notice boards and parents' evenings, provide a wealth of up-to-date news and information on how to promote learning at home. Staff view parents as partners in their children's care and value their views. Parents express their delight and absolute confidence in the abilities of those who care for children.

## 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

<b>Unique reference number</b>	EY400287
<b>Local authority</b>	Trafford
<b>Inspection number</b>	907446
<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>	91
<b>Number of children on roll</b>	149
<b>Name of provider</b>	Canterbury Road Day Nursery Ltd
<b>Date of previous inspection</b>	13/01/2010
<b>Telephone number</b>	01617484922

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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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