

# The Cheshire Day Nursery

2 Grammar School Road, Latchford, WARRINGTON, Cheshire, WA4 1JN

<b>Inspection date</b>	29/04/2013
Previous inspection date	25/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	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**

- Children settle well and thoroughly thrive in this extremely caring environment.
- Children of all abilities are supported excellently by staff and through close cooperation with parents and outside professionals, such as speech therapists.
- A strong management team ensures that all staff are fully focused on making the most of their own abilities to support the children in their care.
- Skilled staff use their in-depth knowledge of the children in their care to provide highly stimulating activities that allow children to make the best possible progress in their learning.
- Children's behaviour is exemplary. This is because staff have excellent behaviour management skills, and strategies to ensure that they get the best out of children at every opportunity.

## 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 a variety of activities across the whole nursery.
- The inspector discussed the children's progress with both staff and managers.
- The inspector reviewed a selection of policies, procedures and other documents relevant to the effective running of the nursery.

## Inspector

Neil Butler

## Full Report

### Information about the setting

The Cheshire Day Nursery opened in 2000. It is one of five nurseries run by The Cheshire Day Nursery Group. The premises consist of a large Victorian building close to the centre of Latchford, in Warrington, Cheshire. There are four playrooms for children aged from birth to three years on the ground floor and a fifth room on the first floor for children aged from two to five years. The children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open from Monday to Friday, 7am to 7pm, throughout the year. There are currently 119 children in the early years age group on roll. The nursery receives funding for the provision of free 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.

A team of 26 staff work with the children, 20 of whom hold appropriate childcare qualifications at level 3 and two at level 2. The manager also has a Foundation Degree in Family and Early Childhood Studies. Four staff are also qualified at Foundation Degree level and two part-time teachers both hold a Bachelor of Education Honours Degree. Two staff also hold Early Years Professional Status.

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

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

- further enhance the assessment of the impact of staff training on children's learning and development in order to make the very best use of the opportunities available.

## Inspection judgements

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

Children make excellent progress in their learning and development because staff know them extremely well and develop precise, focused and individual plans that build on what they already know and can do. They gather a wealth of information when children join the nursery by both observation and from parents. Home visits allow staff to fully understand a babies' routine and to know what is important to them in their home environment. This allows staff to plan activities that thoroughly reflect the children's individual interests and abilities.

Regular discussions with parents superbly support the staff in maintaining a clear picture

of children's learning and development. They regularly share children's progress with parents and effectively engage parents in extending learning at home. They achieve this through the use of newsletters that suggest activities that could be done at home, a teddy bear that has many adventures in the children's homes and by taking home 'Buzz' the snail who needs to be cared for and often read to. Parents and children enthusiastically report back on what has taken place at home and this in turn prompts discussion, play and activities to take place at nursery.

Staff pay very close attention to the views of the children and take full account of their interests by providing activities that develop play initiated by the children. For example, the large number of boys across the nursery has led to the development of a large indoor sand pit or 'beach' and to the role play area becoming a space station. This significantly engages the interests of the children so that they are keen to actively play in and explore these areas.

The 'Every Child a Talker' programme is extremely effectively used across the nursery to encourage children of all abilities to make rapid progress in their speech and communication. Qualified teachers monitor this closely and assist staff in supporting or leading activities that help children make excellent progress in this area. Regular visits and cooperation with other professionals, such as speech therapists or those specialising in visual impairment, also contribute to ensuring activities are significantly focused on children making the best possible progress. As a result, children are gaining a superb range of skills to support their eventual readiness for school.

Children have a wealth of opportunities to develop physically both indoors and outside. This may be by learning to use chalks to make meaningful marks on boards in the enclosed outdoor play area or by tramping through a wooded area across from the nursery when going on a bear hunt. Linking this physical activity to a book the children are very interested in means that the children are extremely keen to read and access books when they return to the classroom. Children thoroughly enjoy learning about textures and quantity, and engage in early counting skills when creating their own pizza. For example, staff introduce descriptive words, such as 'sticky' and action words, such as 'squash' and 'squeeze'. Children get to enjoy the fruits of their efforts later on in the day at snack time.

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

The key person system is thoroughly embedded and they know their key children's individual needs very well. This fully supports children's well-being and emotional development as they build close relationships with important adults. Children develop an excellent awareness of the importance of healthy lifestyles. They enjoy well-balanced, nutritional meals and particularly like to make their own choices regarding the quantity and items they serve themselves. Babies and very young children are offered regular drinks and, as they get older, they learn to help themselves to a drink of water whenever they are thirsty.

Children enthusiastically access the outdoor play area on a regular basis and make the

most of these opportunities to take physical exercise in the fresh air. They are introduced to robust hygiene practices at a very early age, and younger children are helped to wash their hands before mealtimes. Children's behaviour is exemplary as they are sensitively supported by the staff in learning how to share their toys and take turns. The sensitivity of staff in engaging children who have previously had difficulty in paying attention or behaving appropriately, is a particular strength. This is commented on by parents. One parent in particular credits the staff with helping her to have a confident, happy three-year-old again.

The nursery environment is extremely well resourced, bright and welcoming, allowing children of all ages and particularly babies to choose from a wide range of activities. Transition between rooms and on to the next stage of the children's learning is a key strength. In all cases children have the opportunity to visit the new room or setting on numerous occasions and staff from the new area come to the child's present area to discuss the child's needs and interests with the key person. Staff are highly skilled, positive role models who lead by example with regards behaviour and excellent communication. They enthusiastically interact with children to continuously foster active play and encourage children to extend their own learning by knowing when and when not to intervene in their play. Staff recognise the need for children to learn how to manage risks for themselves and support them in learning how to play safely in different environments, including outdoors.

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

Managers fully understand the need to ensure children's safety and security and this is given the utmost priority. Very clear and comprehensive safeguarding policies and procedures are in place to support this and staff have an extremely secure understanding of their role and responsibility in keeping children safe from harm. Managers and senior staff regularly review children's progress across all areas of learning and development to ensure the effectiveness of the education on offer. Early identification of any issues affecting a child's progress is a particular strength of staff's assessment procedures. This ensures that action can be taken to ensure these children make the best possible progress and the gaps in children's learning narrow rapidly.

Robust recruitment and induction procedures are in place to ensure that all staff are appropriately vetted to establish their suitability for working with children. After induction, all new staff members are assigned a mentor that will ensure the new member of the team becomes fully aware of the nursery's policies and procedures. Staff consider any risks associated with the activities on offer and take steps to minimise identified hazards.

The strong and committed management team that works across the whole group of nurseries inspires the staff to reflect on their own practice and strive to continually make improvements that are highly beneficial for all children. Staff are very enthusiastic about their work and take a great pride in their achievements. The talented management team regularly monitor and support the staff, sharing their expertise to drive improvement. Staff in each room develop their own plans to improve the way in which they promote positive

outcomes for the children in their care. Appraisals and supervisory discussions are supplemented by staff observing each other and reflecting on how to improve practice. From these, discussion areas for professional development are identified and acted on for the benefit of the children. Staff recognise that further analysis of the impact of training will help further improve the effectiveness of professional development.

Staff are highly focused on supporting all children, including those who speak English as an additional language, to develop effective communication skills, while acknowledging the importance of languages spoken at home. For example, all children in a group are encouraged to learn both the French and English words for familiar objects, helping children who speak English as an additional language to be included in the group and communicate effectively.

Staff develop excellent partnerships with parents and with a vast range of other professionals, and this has a significant impact on helping them meet each child's individual needs. Parents are offered many ways to exchange information and get involved with their children's learning. Each room has a soft toy that travels backwards and forwards between the nursery and children's homes. The journals that accompany the bears provide a strong link between children's learning experiences at home and at nursery. Parents highly value the staff's professional and caring approach, which helps their children settle quickly and make excellent progress in their learning and development. Parents comment on how staff 'help the children settle and feel confident to learn'. They also highly praise the staff on the efforts made to communicate with parents with one mum stating that she feels the nursery is here for her as well as her child and makes time to talk to her when it is convenient for her.

### **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

<b>Unique reference number</b>	315318
<b>Local authority</b>	Warrington
<b>Inspection number</b>	902631
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	119
<b>Name of provider</b>	Cheshire Day Nursery Partnership
<b>Date of previous inspection</b>	25/10/2011
<b>Telephone number</b>	01925 230233

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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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