

# Sale Private Day Nursery Limited

96 Northenden Road, SALE, Cheshire, M33 3HB

## Inspection date

18/07/2013

Previous inspection date

12/03/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

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

- The directors, manager and staff team have an outstanding knowledge of the Early Years Foundation Stage. They have an excellent understanding of how children learn and use a wide range of highly effective strategies and resources to support children as they move towards the early learning goals.
- Exceptionally warm and secure attachments are evident between children and staff. This supports children to become independent and highly motivated learners.
- The environment engages and enthuses children. Children initiate their own play, develop their own rules, share resources and play co-operatively with their peers. Consequently, learning is significantly enhanced.
- Meticulous systems for observation, planning and assessment are in place. Teaching highly motivates children, and staff work hard to provide a dynamic range of challenging age and stage appropriate activities.
- Superb self-evaluative practice is in place which consistently identifies areas for further development. Staff are extremely pro-active in ensuring that there are ongoing quality improvements through audits and action plans.

## 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 and children at play throughout the inspection.
- The inspector spoke with children, parents, staff and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes.

## Inspector

Elisia Lee

## Full Report

### Information about the setting

Sale Private Day Nursery Limited was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a detached four-storey converted house, situated in Sale, Trafford, Greater Manchester. It is privately managed. The nursery serves the local area and is accessible to all children. It operates from three units. The baby unit is on the lower ground floor, toddlers are cared for on the ground floor and pre-school children are cared for on the first floor. An annex building provides care for two-year-olds. There is an enclosed area available for outdoor play.

The nursery employs 29 members of childcare staff. Of these, one holds appropriate early years qualifications at level 5, two hold appropriate qualifications at level 4, 18 hold qualifications at level 3, four hold qualifications at level 2 and four members of staff are unqualified.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 142 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 a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery receives support from local authority.

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

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

- consider developing further opportunities for young children to build their knowledge of the world through increasing opportunities for children to use natural resources.

## Inspection judgements

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

The staff and management team have an outstanding knowledge of the Early Years Foundation Stage and use this superbly to support children in their learning and development. The environment is highly stimulating and contains a wealth of quality resources, which engage children in learning across the seven areas of learning. Educational programmes challenge children's thinking and offer challenge. For example, pre-school children explore the lifecycle of a butterfly. They observe real caterpillars in a

bug viewer, use props to illustrate the lifecycle and then discuss how they can see symmetrical patterns within the wings of a butterfly. Younger children are challenged through using resources tailored to their needs. For example, babies use play gyms and shape sorters as they begin to solve problems and explore different shapes. Staff use resources extremely well and as such, children's learning is significantly enhanced. Extremely well thought out role play areas allow children to act out familiar scenarios. For example, children play 'doctors', they designate roles, discuss who is going to be a patient or doctor, listen to each other's heartbeat using a stethoscope and write down prescription notes using a notepad.

There are highly effective teaching and learning strategies in place. Children are extremely engaged in learning and explore resources and their environment with excitement and enthusiasm. For example, children use play dough to solve mathematical problems and answer questions on cards, such as 'can you make eight legs for the octopus?' Children are excited by their resources and delight in celebrating achievements of their peers. For example, children comment to the inspector 'have you seen my friend's model, look at it, it's lovely!' Children exhibit high levels of self-esteem. Older children have designated phonic sessions each day where they learn about letter formation and phonics. They partake in a variety of activities such as using a computer, using dry wipe boards, identifying their name using name cards and having a wealth of opportunities to mark make and write in the indoors and outdoors. Children who have an identified special educational need are supported through staff undertaking observations, liaising closely with parents, attending multi-agency meetings as appropriate and seeking advice from a range of other professionals. Children who speak English as an additional language are supported through dual language signs and posters, staff learning keywords in their home language and visual cues which support with communication. Different languages are celebrated in the nursery and children enjoy learning different keywords in a range of languages.

Staff have high expectations for children they are enthusiastic and motivate children extremely well. There is an ethos to create children in becoming active and independent learners. A variety of strategies are used to support teaching such as questioning, reflective time, phonic sessions, highly engaging resources, visual cues and daily room routines. Children have a high level of self-esteem and show confidence in their surroundings, they feel a part of their room and exceptional relationships with staff are evident. Procedures for observation and assessment are superb. Regular observations are undertaken which staff use to identify children's developmental stage and next steps in learning. Children's individual needs and interests are effectively incorporated into planning, which means that children are highly motivated. Staff work closely with parents to ascertain children's starting points on entry which means that staff build up an excellent knowledge of children's skills prior to starting at nursery, this information is used to form baseline assessments. Staff offer challenge to children through resources and through quality interactions. Staff pose challenging questions to children which promote children's critical thinking skills. Assessment is rigorous and is undertaken every 12 weeks to ensure that staff have an excellent knowledge of children as they work towards the early learning goals and develop the necessary skills to support their readiness for school.

Parents are involved in their child's learning through completing the 'all about me'

document, making comments on the 'WOW' display board, receiving daily verbal feedback and completing 'going home' sheets which document what children have done at the weekend. They contribute to their child's development files by meeting with key persons when they have completed children's summary of learning, and attending parents evenings. Staff have excellent partnerships with parents which enriches children's learning. Parents are kept very well informed of their child's progress through newsletters, home link books, a website and daily verbal feedback.

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

The staff have an excellent understanding and give the highest priority to children's safety, while on and off the premises. For example, as children play 'doctors' staff discuss appropriate use of resources and remind children not to tie slings around their neck. Safety is explored through the use of books. For example, staff discuss with children if they think it is a good idea to play near railway lines. Children are beginning to build up an understanding of risk by ensuring that they do not walk round whilst drinking water in case they slip. Children have an excellent understanding of routines. For example, after lunch toddlers visit the bathroom and wash their hands before lying down on floor beds for their afternoon nap. Staff play soft music and try to follow care routines from home to help the children sleep. For example, by sitting with children and rubbing their back as they cuddle with their comforter. Resources are superb and offer a wealth of opportunities which engage and inspire children to learn. This means that children's learning is significantly enhanced. For example, children independently access books and then use a listening station to listen to a talking book. Resources are outstanding. However, natural resources in the baby unit are less well used.

There is an effective key person system in place which is flexible to support the need of the child. Children are allocated a key person prior to starting at the nursery, but if children form a greater bond with another member of staff then key persons can be changed. This is always in agreement with parents. This is particularly important in the baby unit where staff form extremely caring relationships with babies as they follow care routines from home. Staff are exceptionally good role models for children, they engage in play, role model how to use resources, promote children's thinking and take into account children's ideas for planned activities. Behaviour is excellent, staff praise children consistently throughout the day and are pro-active in ensuring any disputes amongst children are quickly rectified. Staff celebrate children's achievements with genuine enthusiasm.

Staff promote healthy lifestyle and the importance of exercise through a broad range of activities. Children take part in music and movement sessions and go on trips such as the zoo and the sea life centre. In addition, children access the outdoor play area every day. This area is dynamic, offering an exciting range of areas and equipment. For example, children can use a climbing wall, play large drums in the outdoors, read books in a wigwam, plant seeds and care for the garden and play in a camouflage den. Children delight in the outdoors and love exploring the different areas that have been expertly created. Children are independent and have excellent self-care skills. For example,

children wash their hands before lunch, access drinking water and independently use a potty. Staff give clear messages about health and exercise, which supports children in their understanding of the importance of leading a healthy lifestyle. Children have high levels of self-esteem. For example they discuss a book they have made called 'My family'. This shows photographs of every child's family. Children comment 'we have made this book because all families are different and they are all important'. Activities like this support children's emotional well-being.

Children are well prepared for transitions. As children move from room to room in the nursery they visit the 'next room' with their key person for 'trial sessions' to build their confidence. Nursery staff meet to discuss children's needs and developmental stage. If children attend two providers at the same time nursery ensures that information is regularly shared between them. As children leave nursery to attend full time education, staff always ensure that teachers are invited into nursery. If this is not possible staff undertake a telephone conversation with school staff. This ensures providers have the chance to discuss children's developmental stage. In addition staff complete a transition document so that children's individual needs clearly identified and exceptionally met in times of change and transition.

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

Safeguarding is outstanding because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are safeguarded and well protected in the nursery. All staff attend regular safeguarding training, there is a designated policy of the week that is displayed in the entrance hall and policies and procedures are discussed at staff meetings. There is a designated safeguarding officer, parents use a secure password if they are unable to collect their child and there is a closed circuit television system in the office so that the management team can monitor every room. Robust risk assessments are undertaken, daily safety sweeps and managers complete an annual safeguarding audit to ensure that practice always supports current guidelines. Children are further protected through the nursery using a visitor's book, taking daily registers, undertaking regular head counts and taking part in regular emergency evacuations. Documentation supports excellent practice. For example, if a child has an accident at the setting, the manager undertakes an investigation and ensures that documentation evidences contact with other agencies or discussions with parents. There is robust documentation in place.

Learning and development requirements are fully understood by the management team. Regular observations are undertaken on staff to ensure that planned activities are meeting children's needs. The manager uses a 'room monitoring' document which records if children are being challenged, if interactions are of a high quality, if the environment is inviting and if children are being assessed to allow children to reach their full potential. This ensures that staff provide purposeful and developmentally challenging activities, which highly support children's progress as they work exceedingly well towards the early learning goals. Planning is extremely flexible and is based on children's interests and

individual needs. Staff often change activities as they identify children's interests are sustained in a particular activity. Children are confident and active learners, engaging in their environment through exploration and questioning. There are excellent methods of tracking children's progress which means that targeted support can be offered to support children's individual needs. Children make excellent progress in their learning and development.

The nursery undertakes meticulous self-evaluative practice which takes into account the views of children, parents and staff. Staff consistently analyse and self-challenge to clearly identify strengths and weaknesses. The management team undertake regular audits and use monitoring tools to assess the quality of provision. The nursery devises their own action plans to provide a targeted approach to areas of identified weakness. All recommendations from the previous inspection have been addressed. There are excellent processes in place to support staff such as robust induction procedures, appraisals, regular supervisions and staff meetings. Staff undertake regular training to update their knowledge. Staff have recently attended training on outdoor play, behaviour management, stories and rhymes and working with babies. The leadership team are highly involved in everyday practice and motivate staff extremely well.

Staff have an excellent understanding of the importance of partnership working, which ensures that children's individual needs are superbly met. Partnerships with external agencies are secure and excellent links have been made with other professionals to support children's needs. For example, links with the early years team, hearing impairment team and speech and language therapist. Partnerships with parents are exceptional and the nursery use a variety of strategies to inform parents of their child's learning and engage parents in nursery life. Parents are extremely complementary about the nursery. They comment 'The staff are fantastic and the environment is excellent' and 'My child has thrived here, I've never had any concerns or worries. It's a fantastic place'.

### **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>	EY290492
<b>Local authority</b>	Trafford
<b>Inspection number</b>	927497
<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>	105
<b>Number of children on roll</b>	142
<b>Name of provider</b>	Sale Private Day Nursery Limited
<b>Date of previous inspection</b>	12/03/2009
<b>Telephone number</b>	0161 905 1110

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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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