

# Juice

Old Town Hall, 20a Market Street, Altrincham, WA14 1PG

<b>Inspection date</b>	10/10/2013
Previous inspection date	28/03/2012

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

- Children make rapid progress in their learning and personal development. Activities inside and out are imaginative and motivate children so that they want to learn. This instils in children a thirst for knowledge and prepares them exceptionally well for their transition to school.
- Staff are highly motivated and skilled in providing a stimulating and challenging environment in which children flourish and grow. Learning is a journey of discovery for all children.
- Children make outstanding progress in developing their language and communication skills. Staff continually talk to children about what they are doing and ask pertinent questions to expand their speaking and listening skills and extend their vocabulary.
- Children have superb opportunities to look at how things work, such as using a laminator and helping themselves to water from dispensers. They are encouraged to work out their own solutions to problems, consistently helping to develop their critical thinking.
- Children participate in wonderfully imaginative and creative activities to promote their physical skills. They bend, twist and move their bodies in different ways, for example, waddling like a penguin to develop control and coordination.
- High staff morale and exceedingly challenging and determined leadership indicate an excellent capacity for sustained improvement.

## 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 had a tour of the nursery.
- The inspector had discussions with the nominated person, manager, teacher, staff, children and parents.
- The inspector observed activities in the nursery playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager of the provision.
- The inspector looked at children's online assessment records, planning documentation, daily registers and policies and procedures.
- The inspector observed children having their afternoon snack and tea.

## Inspector

Sally Smith

## Full Report

### Information about the setting

Juice was registered in 2007 and is on the Early Years Register and both voluntary and compulsory parts of the Childcare Register. It operates from five rooms in the old town hall building in the centre of Altrincham. There is an enclosed outdoor area available for play. The nursery serves the local and surrounding areas.

The nursery is open each week day, from 7.30am to 6pm, for 51 weeks of the year. Children attend for a variety of sessions. There are currently 101 children on roll. The nursery provides funded early education for two-, three- and four-year-old children and supports children who speak English as an additional language.

The nursery employs 25 members of staff who work with children. Of these, six hold a National Vocational Qualification (NVQ) at level 4, one member of staff holds Qualified Teacher Status, three members of staff have degrees in Early Childhood Studies, nine members of staff hold an NVQ at level 3 and six hold an NVQ at level 2 and are working towards a level 3. The setting receives support from the local authority.

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

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

- build on the good systems already in place to ensure that information about how parents can support children's learning at home is regularly and consistently shared.

### Inspection judgements

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

The nursery is a wonderful place to learn and children make rapid progress in all areas of their development. Staff create an extremely purposeful atmosphere and a highly stimulating environment. They give a great deal of careful thought to the choice of materials, resources and equipment available to support children's play. This means that children have a high quality and well-planned environment with exciting opportunities to learn. Children are very involved in learning and playing from the moment they arrive. They are very happy and confident to explore and try out new things with the full support of staff. Children work together exceptionally well, taking responsibility for what they do and developing a strong independent streak, all of which are key factors in their extremely positive attitudes to learning. Their play is always purposeful and they make rapid progress.

Teaching is outstanding and staff are highly skilled in meeting each child's individual needs, so that they fully reach their potential. Effective use of observations and assessments, along with regular engagement with parents, is fundamental to staff planning exciting and challenging experiences based on children's interests. Parents share information through discussion with their child's key person and also use a secure early years online assessment programme. Parents can access this at any time, each having their own personal log-in. Through the website parents access their child's learning journey as it develops and grows and this can be done minute by minute, hour by hour, providing a live account of their children's experiences. Parents can also upload postcards of their child's learning at home, which staff use as a valuable contribution towards assessing children and moving their learning forward. Staff share suggestions as to how children's learning can be supported at home, but there is scope to improve this even further and with greater regularity.

An outstanding feature of the nursery's work is the way staff engage with and talk to children. They continually question them about what they are doing and encourage them to recall and remember past experiences. For example, after finishing a physical activity, children are asked what the muscles in the top of their arms are called and several say, 'biceps'. Staff take great delight in following their enthusiasm, for example, staff use great voice intonation and facial expressions for different characters as children hang on to their every word, giggling gleefully and spurring staff along. They are very adept in igniting children's curiosity and developing an element of suspense and surprise. For example, a member of staff in the toddler room scrunches paper inside a bag and says, 'I wonder what this could be'? Children listen carefully and use words, such as 'crunchy' to describe how it sounds. The environment is well-planned, so that children are provided with the quiet they need to be able to really tune-in to the sounds they hear and become very proficient at recognising these. They correctly guess the sound of a bunch of keys as they jangle in the bag. This helps children concentrate and develop their listening skills.

Well-organised environments in all of the nursery rooms are most conducive to fully supporting children's speaking, language and communication skills. For example, communication friendly spaces provide children with quiet, secure places to talk, where they feel comfortable and relaxed. Imaginative ways have been used to create a range of different areas enclosed with screens, drapes and panels, so that children can sit and chat with their friends or snuggle up with a book or favourite toy. Some children are happy to sit inside, which offers emotional security as they watch what is going on around them, joining in with activities as they choose. 'Chatterboxes' containing contents that reflect children's interests are placed close by. These stimulate communication skills as they use language connected to the items in the box. In addition, many of the objects enable them to make links with their home and family. Children's language is further enhanced through the excellent implementation of 'Letters and Sounds'. Staff recognise the close connection to rhythm, music and sound in promoting and strengthening children's speech and language skills. As a result, children are beginning to recognise rhyming words as they listen to stories. They discern between quiet and loud sounds and go for walks in their environment, listening to and identifying the different sounds they hear. Various objects become drums as they tap sticks on fences, railings and other objects they find. These well-planned activities expand the auditory experiences for young children. Staff respond extremely well to babies babbles and younger children's attempts at words, repeating

these in the context of a sentence. Children enjoy books, stories and the many opportunities to share them. They take great pleasure in acting out well-loved stories and construct and build a den for their monster, helping to develop their imaginary play.

Children make rapid gains in their mathematical skills because of staff's highly effective promotion of numeracy and problem solving. Every opportunity is taken to develop skills practically, for example, discovering how shapes fit together when constructing the hopscotch puzzle and then counting to play the game. Number songs counting on and back, counting as buttons are done up on coats or counting one, two, three as babies are lifted into the pram, all help to introduce young children to numbers. Children have numerous opportunities to look at and see how things work, for example, as they press the button on the water-dispenser, use a camera and torches and learn the mechanics of the laminator. A young child says, 'Can I have a winder' referring to a pencil-sharpener he requires and uses this very well. They explore the seasons and discuss the weather, helping to develop their understanding of the world.

An exceptionally wide range of activities are consistently provided for all children, including music and movement sessions. A wonderful session whereby children pretend to be pirates incorporates a huge variety of balance and coordination as children use long cylinders as telescopes and then turn them into oars to steer their boat. They use bean-bags as treasure and balance these on their heads, under the 'beards' on their chin, between their knees as they waddle like penguins and under their shell as they bend their bodies like crabs. Staff role-model and one child says, 'This is very tricky' but perseveres and is applauded by staff and children alike in recognition of their achievement. Children lie on their sides, lifting their one leg and then snapping it closed, like a crocodile's mouth. Activities are adapted according to the age and abilities of different children. These activities mean that children make excellent progress in all aspects of their physical development.

The very strong emphasis on outdoor learning effectively builds children's self-confidence and contributes to the outstanding progress they make in their personal, social and emotional development. Although, the garden is relatively small, it is used to its optimum advantage. Careful consideration and planning ensures that all children from babies to pre-school children have a wealth of experiences that are fantastically engaging and fun. They have freedom to experience an abundance of messy, creative and sensory experiences as they play in their 'mud kitchen' which they adore. A wealth of natural resources are added to the mud as they make their various mixtures and potions. Children experiment with different techniques and actions, such as, mixing, stirring, filling and pouring. They continually transfer their mixture into different containers and move it from one place to another. This encourages small and large muscle movement and thereby promotes their physical development.

Children develop excellent attitudes to learning and respond with great enthusiasm to all that the nursery has to offer. They are full of confidence and extremely well-equipped with the necessary skills required for their future school-life.

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

Staff create an exceptionally warm, ambient environment that is most welcoming to everyone. A highly effective key person system means staff build wonderfully close and genuine bonds with each child, helping them to become comfortable and familiar with the setting. Caring and respectful relationships are established with their families. Information is regularly shared between the home and nursery, so that there is consistency in the approach to all aspects of children's care, routines and ongoing development. This enables the key person to tune into and respond sensitively to children's feelings, behaviour and ideas. They obtain key words in children's first language and encourage children to use these as they go about their play. Consequently, children thrive due to the strong focus on care and nurture. They are known and valued as individuals and because of this they feel secure and have high levels of confidence and self-esteem. The transition from home is smooth and children settle into nursery life very well.

Each room is beautifully and attractively arranged with a wealth of high quality resources readily available, so that children can help themselves. Photographs and children's own work is considerately displayed at their level, so that they can appreciate their achievements and develop a real sense of belonging. Children learn and play in a calm yet stimulating environment. They are very industrious and go about their play happily. Staff have high expectations, establish clear routines and communicate these very effectively to children. As a result, children's behaviour is exemplary, whether they are working with staff, participating in a joint activity or playing independently. They develop excellent attitudes to learning, approaching everything they do with great enthusiasm. They are able to concentrate for very long periods of time and develop into confident, independent learners. Staff are very positive role models and everyone is treated with care and respect in the nursery. As a result, children are very considerate, helping each other and comforting each other on the rare occasions they become upset. For example, one child gives another child a hug and a kiss when they accidentally bumped into them. Children quickly learn what is expected of them, for example, as they readily help to tidy away their toys, often without prompting from staff. Older children willingly share their toys and take turns in speaking and listening at appropriate times. This helps children in learning to understand what is socially acceptable.

A healthy ethos is promoted at all times and children eat nutritious and balanced meals. The nursery is totally committed to promoting healthy diets and healthy food choices for children. Menus have been overseen by a dietician and are prepared daily using high-quality ingredients. These are locally sourced as the nursery is keen to support local businesses. Children are exposed to a wide range of textures and tastes to develop and excite their taste-buds. Lunchtimes make an exceptional contribution to children's social development. They eat at tables set out with their place names and serve their own food from serving dishes. They sit alongside each other and a member of staff to eat their food and chat, making it a socially engaging experience for all. They eat heartily, helping themselves to second helpings if they choose. All children are encouraged to pour their own drinks. Often at snack time they prepare their own food, such as spreading butter and toppings on toast. During their play even the younger children stop and use the water dispenser when they are thirsty. This helps to develop their independence and future social skills in readiness for school. Younger children are not given cups with lids for drinking as the nursery prefer to promote the use of 'Doidy Cups' for children aged from

six months onwards. These help to develop good eating, hand eye coordination, speech and language, self-drinking skills and dental hygiene.

The nursery is very keen to promote active play and physical activity and see this as a key factor in children being healthy and an important element in their development. Children keenly participate in physical exercise both indoors and outdoors. They engage in a range of activities that tests their skills in balancing and moving their bodies in different ways, using different muscle skills to develop their coordination. All children get outside regularly. For example, younger children go for walks in their six-seater 'Kindervan', so that they too get plenty of fresh air. Frequent discussions promote the importance of being active and the health benefits that exercise provides. The nursery promotes good oral hygiene and supports 'The Brush Bus' campaign designed to improve the dental health of young children. With parental consent, children are provided with toothpaste and their own toothbrush to park in the 'Brush Bus'. Children are encouraged to brush their teeth everyday while at nursery and are shown how to do this correctly by staff. Parents are provided with information about effective teeth brushing to implement with their child at home.

Children's safety is paramount at all times but staff recognise that children need to learn how to take risks in a safe environment. Therefore, they use a range of everyday equipment with support from staff. When cooking they use knives and cutters to chop food and shape dough. They learn that the oven is hot and that they must not get close. Likewise with the laminator, they feed the paper through carefully and with instruction, do so most diligently. They learn how to handle and use scissors correctly and use a variety of open-ended resources in a variety of ways, firing their imaginations and solving problems along the way. This means that children are well equipped with necessary skills as they move on from the nursery and into the wider world.

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

Child safety is a priority within the nursery and underpins everything staff do. They are vigilant in ensuring that children are protected from harm at all times. They have a thorough and robust understanding of child protection procedures and what to do if they suspect a child is being abused. Training ensures that staff are able to confidently and competently respond to any child protection concerns. Staff recognise their responsibility in ensuring that their colleagues behave professionally and responsibly and would use the whistle-blowing procedure to voice any concerns, should this be necessary. Policies and procedures have recently been reviewed to include the nursery's stance on the use of personal mobile telephones and cameras. Parents are required to switch telephones off when entering the nursery and only a nursery camera is used to take children's photographs with parental consent. A clear remit is outlined to parents as to how, when and for what purpose these are used. Safeguarding policies and procedures are shared with parents who are kept fully informed of the setting's duty of care to act in a child's best interest at all times. Staff are vigilant in identifying and assessing potential risk around the nursery and while children play outside. They take effective steps to prevent accidents happening wherever possible, while still allowing children plenty of freedom to

explore and discover their environment. This means that children learn to take responsibility for their own safety.

The nursery acts responsibly when recruiting and selecting staff. Rigorous vetting procedures ensure that staff qualifications, Disclosure Barring Service checks and references are obtained. Induction is thorough so that staff are aware of their roles and responsibilities. The manager and teacher scrupulously check the quality of teaching and provide staff with helpful guidance on their delivery of activities and effectiveness of their interactions with children. Further regular monitoring ensures staff continue to take responsibility for improving any areas of their practice. They are offered well-targeted support and set ambitious targets, which contributes significantly to a high-quality provision and exceptional learning opportunities for children. Many staff are very experienced and all are well qualified. They have excellent opportunities to develop their skills through training. They are keen to ensure that their professional skills are constantly fine-tuned. Staff take every opportunity to learn from one another and are reflective practitioners. They are analytical about their practice, consistently seeking ways of improving it and welcome new ideas. They are keen to try these out. For example, a current focus is on 'Dough Gym', a programme closely linked to children's assessment and attainment in relation to their gross and fine motor dexterity. Alongside this, staff also aim to use 'Funky Fingers', for children who need more focused input on their hands, fingers and grip. Staff are in the process of undertaking training in both of these and are very eager to incorporate both of these activities with children. This means the learning opportunities for children are continually revised and improved.

High quality teamwork is a major factor in the nursery's success. Staff love their work, morale is very high and their attitude and approach to their work show that they are proud to be working in the nursery. They feel well supported and their suggestions and ideas valued. The management team have high expectations and communicate these clearly to staff. As a result, everyone works together and demonstrate a clear drive to make sure that the nursery continues on its upward trajectory. Staff are particularly well supported by the owners who share the same drive and ambition and are fully supportive in all that they do. The nursery has a strong focus on raising children's achievements and building a strong sense of community in all aspects of nursery life and within the local community as a whole.

Staff establish positive relationships with outside professionals, so that children are fully supported and can make the best possible progress in all aspects of their care and learning. There is a strong partnership with parents and they are warmly welcomed at all times. They are kept fully informed of their child's progress and actively contribute to this on a regular basis. New initiatives, such as the 'mud kitchen' are explained in detail, so that parents are fully informed of the fantastic learning opportunities these provide. Parents are highly supportive of the nursery. One summed up their views by saying, 'It is fantastic and my child loves coming here. The online pictures help me to feel part of my child's day. Staff really value the different languages spoken in the nursery and incorporate them in children's play. I moved my child here on a recommendation and it is the best thing I have done'.



### **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>	EY357973
<b>Local authority</b>	Trafford
<b>Inspection number</b>	915488
<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>	82
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Juice Nurseries Limited
<b>Date of previous inspection</b>	28/03/2012
<b>Telephone number</b>	0161 929 7470

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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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