

The Stables Nursery

Grimsditch Lane, Lower Whitley, WARRINGTON, WA4 4ED

Inspection date	06/11/2013
Previous inspection date	11/12/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Practice is commonly based on secure knowledge and understanding of how to promote the learning and development of children. As a result, children make good progress.
- Children engage in a wide range of learning activities, which enables them to develop at their own pace. They are confident and are supported in all areas of learning.
- Children feel safe and secure in the nursery, which provides a welcoming stimulating environment for them to learn and develop.
- Partnerships with parents are a key strength of the nursery and information sharing is an important aspect of the nursery provision, which helps develop consistency in children's experiences.

It is not yet outstanding because

- The processes for monitoring the quality of teaching for newly introduced learning experiences, such as French sessions, are not yet fully effective, to ensure that they are of the highest quality.

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 took account of the view of parents and carers spoken to on the day
- The inspector observed activities in the four playrooms and the outside learning area.
- The inspector viewed a range of documents including observation and assessment of children and planning documentation.
- The inspector observed the educational programmes and talked to staff about the children.
- The inspector held meetings with the manager of the provision.
- The inspector viewed the policies and procedures including the safeguarding policy, staff qualifications, the provider's self-evaluation form and planning documentation.

Inspector

Gillian Kitchen

Full report

Information about the setting

The Stables Nursery is one of three nurseries run by Kids Academy Nursery Group Limited. It opened in 2002 and operates from a converted building situated in the Lower Whitley area of Cheshire. The nursery is registered on the Early years Register and currently has 128 children on roll within the early years age range. Children are cared for within three rooms located on two floors and there is a separate baby unit. There are two separate secure outdoor play areas. It is open five days a week from 7.30am to 6.30pm all year round. Children attend from the local and surrounding areas.

The nursery employs 27 staff including the manager. Of these, 25 staff are qualified to at least level 3 and two are working towards gaining a recognised qualification. In addition, the nursery employs a cook, a maintenance team and two senior managers. The nursery receives support from the local authority early years advisory team and has achieved 'Investors In People' status.

What the setting needs to do to improve further

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

- develop the processes for peer observation and assessment of practice, so that staff are challenged to develop further skills to enhance the children's learning and development, particularly within French sessions being taught to the children.

Inspection judgements

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

Practice is commonly based on a secure knowledge and understanding of how to promote the learning and development of children. Staff make effective use of accurate assessments of children's individual learning styles and progress, to plan activities that enable children to achieve very well given their starting points and capabilities. Teaching is good, staff take account of the characteristics of effective learning in their planning and assessment of the learning environment. However, in some newer learning experiences, such as French sessions, staff are not effectively prepared as they mispronounce words and as a result, children's learning is not supported as well as at all other times. Planning takes account of the children's starting points, skills and interests and children's next steps in their learning are shared with parents and supported both in the nursery and at home. Staff demonstrate high expectations of the children; they are enthusiastic, engaging and motivate children to learn. For example, a head count of children is developed into a learning opportunity and children are encouraged to take part in the counting so that they gain familiarity with numbers. Children's communication and language skills are effectively developed through 'show and tell' activities, where they talk about a topic of interest to

the group. Their listening and attention is encouraged throughout the nursery; they listen attentively in a range of situations. Children recall familiar stories accurately, they anticipate key events and respond to what they hear with relevant comments, questions and actions. Staff engage children's attention skilfully throughout the nursery with songs and rhymes. For example, they greet children with a welcome song and encourage children to gather together in the outdoor play area before they go inside with a song to encourage them to line up. They also use songs to encourage children to wash their hands and brush their teeth. This gains the children's attention and helps get them to get ready for the activity; the children respond enthusiastically to this and they are ready for the activity which follows. As a result of all these activities and the good quality teaching, children gain a wide range of skills necessary for their future learning.

Information about the day's activities are shared with parents at the end of each session so that they have a clear understanding about the learning children have engaged in. Parents also receive emails about children's daily activities and a regular newsletter updating them on developments at the nursery. Parents find this a very useful aspect of the nursery provision and value this feedback about their children. Children's 'Learning journeys' are shared with parents and carers on a regular basis and at regular parent's evenings to keep them up to date about their children's progress.

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

There are robust policies and procedures in place to ensure that health and safety requirements are met, including comprehensive risk assessments to help maintain a safe environment. There is a stimulating, well-resourced and welcoming environment both indoors and outdoors. This supports children's learning and development and provides a range of experiences that develop children's independence and confidence. Children's creative work is displayed at an appropriate height for the children throughout the nursery, which helps promote their sense of belonging. A well-established key person system helps children form secure attachments and promotes their well-being, independence and personal, social and emotional development.

Practice ensures that all children, especially the very young children, form appropriate bonds and secure emotional attachments. Children are encouraged to bring photographs from home in order to form links from home to the nursery. Children enjoy looking at these at nursery which supports their emotional well-being as they are encouraged to talk about their family and the important people in their life. This ensures that they settle into the nursery quickly. Children's individual needs are met and individual personal routines are provided for. For example, a young child has lunch at a time that suits the home routine so that the child's needs are consistently met at the nursery and at home.

Children's dietary requirements and food allergies clearly documented and catered for, so that all staff are fully aware of each child's individual needs. Children are supported to develop an understanding of how physical exercise and a varied diet keeps them healthy. They manage their own basic hygiene and personal needs, such as cleaning their teeth, successfully, encouraged through the use of lively songs. Children are learning to keep themselves safe as they move around the premises, and are encouraged to care for

others. Staff are attentive to the individual needs of children and show concern for children's well-being. For example, when children are not well, parents are informed immediately and all medications for children are accurately recorded, administered safely and stored appropriately. Children are supported to behave well and to be considerate of others as appropriate boundaries are in place. Positive behaviour is encouraged and staff are good role models for children to follow. Children are emotionally well prepared for transitions within the nursery and to other settings, by discussing with parents and by visiting the new group before finally moving on.

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

Children are effectively protected from harm as staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding children. Appropriate checks are carried out on adults working with the children to ensure their safety and well-being. The management of the nursery is a key strength and fulfils responsibilities to meet the learning and development requirements of the Early Years Foundation Stage, including overseeing the educational programmes. The leadership enhances the nursery provision and supports the ongoing development of the nursery. In most cases there is a strong commitment to training and development, and staff are supported to develop their practice through training. However, the monitoring of practice for newly-introduced French sessions is not effective to ensure that staff have a highly secure knowledge of the subject, to ensure accurate teaching. There are effective systems in place for performance management with regular supervision and appraisals. Staff meetings, in-house and external training are an important aspect of the development of the nursery.

The self-evaluation process is well established, with areas for development in place. For example, there are comprehensive plans to develop the outdoor play areas in the near future to enhance the nursery provision still further. Parent's views are valued and the nursery provides regular questionnaires and opportunities for parents to give feedback about the nursery. Parents feel that their views are listened to and acted upon where possible. The recommendations from the last inspection have been addressed, with further improvements in place to ensure the children learn in a happy, safe and secure environment.

The staff are highly motivated and committed to providing high quality services to children and parents, they work well as a team to provide the broad and balanced educational programmes at the nursery. A key strength is parental involvement and effective partnerships with parents are well established. Parents are actively engaged in children's learning through a variety of ways, including two-way information sharing about children's development on a daily basis, regular parents meetings and detailed reports about children's learning and development. Partnerships with other settings children attend are effective in supporting their learning experiences. For example, a communication book has been developed to share information for children attending other settings so that children's learning experiences are consistently planned for.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY221535
Local authority	Cheshire West and Chester
Inspection number	918262
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	128
Name of provider	The Stables Partnership
Date of previous inspection	11/12/2008
Telephone number	01925 730055

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Type of provision

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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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