

# Chester Road Day Nursery

1056-1058 Chester Road, Stretford, Manchester, Lancashire, M32 0HF

## Inspection date

28/11/2013

Previous inspection date

23/02/2012

## 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

- Children with additional needs and their families are supported well by an experienced staff team.
- Children benefit from a very welcoming, enabling, and stimulating environment with use of a good quality range of toys and resources.
- Staff have appropriate ways of supporting children's behaviour. Consequently, children get along well together and are learning to share and take turns.
- Staff training and development is effective in continually raising standards and meeting the needs of children, parents and staff.

### It is not yet outstanding because

- Opportunities for children to write and make marks are not always optimised in all areas of play.
- There is scope to develop the peer observation system in order to support all staff to reflect on practice and identify further improvements.

## **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 in all rooms within the nursery. The inspector completed a joint observation with a senior nursery nurse.
- The inspector held a meeting with the management team.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector had a tour of the setting with the deputy manager.
- The inspector sampled documentation, including children's assessment records, planning documentation, evidence of staff suitability and qualifications and children's learning journals.

## **Inspector**

Joanne Ryan

## Full report

### Information about the setting

Chester Road Day Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two converted Victorian terraced houses in the Trafford area of Manchester, and is managed by a Limited company. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday all year round apart from one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 80 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.

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

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

- extend the opportunities for children to make marks within all areas of their play in order to support their early writing skills
- build on the existing system of peer observation to further enhance the evaluation of staff's performance and constantly improve and build on their practice.

## Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this knowledge to plan activities which create valuable learning opportunities. Children are observed and consulted to discover their favourite things and ideas for their future learning. Staff record this information in a 'talking book' which is shared with parents so they can be involved in their children's progress. Staff then use the information they gather to plan exciting activities based on the children's ideas and interests which means children are engaged and motivated in their play. For example, children show through discussions they are interested in baking and staff follow their ideas by encouraging the children to write recipe cards for jam tarts, developing their literacy skills. Children then follow the instructions they have produced and make the cakes. Mathematical awareness is extended as children weigh out the ingredients and their communication and language

is enhanced as they engage in conversations. Staff create photographic displays for parents showing the children playing and including speech bubbles with comments children have made, therefore, parents are continuously informed about children's learning.

Children make good overall progress in their learning and development. Staff make learning fun, purposeful and interesting. This is because they use what they know about each child, based on clear and accurate observations and assessments of their emerging skills, to inform the programme for learning. Staff gather initial information from parents about what children can already do and use this as a basis for the activities they provide in order to ensure children's individual needs are met. Children who have special educational needs are well supported and make good progress based on their starting points. There is a designated special educational needs coordinator in place and staff work in partnership with a range of other professionals to support children's individual care and development needs. Staff support children with English as an additional language through multicultural resources and developing good links with their families. As a result, children develop confidence and make good progress towards the early learning goals.

Children are generally well supported in communication, language and literacy, through an environment which is rich in print. Each room has a comfy book area that is well stocked with age-appropriate, good quality books. Children are confident in selecting books and look at these independently as well as sharing them with adults. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving on to school. For example, staff have provided children with mirrors in order to enable them to see the sounds their lips are making as they talk. Babies are developing their exploration and investigation skills as they play with a range of natural materials using their senses and they enjoy experimenting with patterns they can make with paint. Children develop their skills in making marks by accessing the materials that are freely available for them. However, there is scope to extend this further by introducing materials for mark making into all areas so children routinely experiment with marks as part of their play.

The quality of teaching is good because staff have a secure knowledge of how children learn. Staff engage well with the children and support their involvement in activities. For example, children recently visited the sea life centre in order to support their understanding of the world. Staff then extended this experience by providing blue materials and large bricks so that the children could explore and experiment with creating an outdoor sea scene of their own. Children are developing their personal, social and emotional skills as they are encouraged to care for their environment. Towels are freely available next to the water play for them to clean up any spillages and sweeping brushes are available with the sand play. The well thought out organisation of the resources allows children to be independent and take responsibility for their surroundings. Children demonstrate their caring skills as they look after the dolls, dressing and changing them.

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

Children settle well because staff are friendly and welcoming. They work closely with parents to find out about the children's routines, so that they can meet their care needs well. The effective key person system and the warm interaction between staff and the children ensure that all children form positive and trusting relationships with the staff. Parents and carers spoken to on the day of the inspection, report their satisfaction with how well their children have settled and their children's growing confidence, which has arisen from the effective relationships they have established. Daily discussions and information provided by parents ensures that all children's needs are known and catered for. Appropriate transitions are in place and staff support children well as they prepare for change. As children move through the different rooms in the nursery, staff meet to discuss children's development file and progress.

Children behave well in the nursery; they listen to staff and play cooperatively with their peers. Children have good levels of self-esteem and take pride in their achievements. Staff recognise the efforts of children and place high priority on promoting good self-esteem and confidence within the children. For example, all older children have their own reward chart on the wall where stickers are displayed to recognise the good things they do. The reward chart is displayed prominently where parents can view it so that they can share in their children's achievements. The emphasis on confidence and self-esteem supports children to gain the skills they need to move onto school. Staff educate children in safety to support their understanding of how to keep themselves safe. They give clear explanations to children so they understand what is required. For example, staff ask children to hold on to the banister while walking down the stairs and to sit properly on their chairs. This enables children to consider the consequences of their actions. Staff to child ratios are well met, which ensures that the staff can provide the children with positive interactions and experiences. Staff are well deployed throughout the provision to ensure children's individual needs are met and their safety, welfare and well-being is given priority.

Children develop their self-care skills through accessing drinking water and washing their hands at appropriate times throughout the day. They are independent because staff create many opportunities for them to do things for themselves. For example, they set their own places at the table and choose their own toys to play with. Good hygiene procedures are followed as babies clothes are changed after lunch and nappies are changed as required to meet the individual needs of the children. Staff provide frequent opportunities for all children to enjoy fresh air and exercise in the outdoor play areas. The outdoor area has been arranged to create opportunities for play to promote the seven areas of learning and development. Children have planting areas, sand, pipes and crates and a range of other equipment outdoors to support their interest and promote active learning outdoors. Children help to serve their own food to aid their developing independence and are taught the benefits of eating healthily as they eat the appetising food with enthusiasm and enjoyment. Staff are careful to ensure that children with allergies or dietary preferences receive appropriate and safe food by carefully planning their meals and following strict procedures. All of which contributes to making sure children benefit from a healthy lifestyle.

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

The management team regularly monitor the educational programme to ensure that provision is meeting children's needs. For example, the management team monitor children's progress by collating the data and comparing cohorts of children. This information is then used to develop the future educational programme based on the areas where the children are making slowest progress. This ensures there is a broad range of challenging and stimulating activities across all areas of learning. Staff know their key children well and children have a positive attitude to learning. As a result, children make good progress. Staff have undertaken some peer observations where they have observed each others practice and learned from each other. However, there is scope to enhance this further by developing some staffs skills in critiquing.

Staff have undertaken recent training, following which they have reviewed the organisation of the environment. This has had a positive impact on the outcomes for children because the environment is well thought out with age-appropriate resources which support children's continuing progress. Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage and support children well as they move towards the early learning goals. Managers have developed a training matrix which has enabled them to monitor the training staff access. Staff undertake an induction where they learn about the setting's practice and the key policies and the ongoing suitability and quality of teaching is monitored through supervision and appraisals. This ensures children receive good quality interactions to promote their learning and development. The management team are proactive and undertake purposeful self-evaluation to identify areas that they wish to improve. They undertake regular audits, have developed action plans with room leaders, welcome visits from the local authority and undertake training to further improve practice and support sustainable improvements. From reflecting on practice staff have made improvements including moving the chairs from the creative area so children can move around more easily and putting the sand tray on the floor so younger children can access it with ease. Both of which have impacted positively on children's experiences.

Safeguarding practice is good. Staff have a comprehensive knowledge of safeguarding procedures and the welfare requirements and children are well protected in the nursery. Staff have attended safeguarding training and are aware of appropriate contacts for seeking further advice and support should they be concerned about a child's welfare. Managers check the knowledge of staff by giving them safeguarding questionnaires where any gaps can be identified, and then organising training accordingly. There is a rigorous vetting process to check that all adults having contact with children are suitable to do so. Staff have good relationships with a range of other professionals and attend multi agency meetings as appropriate. For example, staff work with local schools, take advice from the local authority advisor and attend multi agency meetings when appropriate to effectively support children's individual needs. Partnerships with parents are good and parents feel included and welcome in the setting. Parents are actively involved in their children's learning as their views, comments and ideas are sought. Parents know they can come into the nursery at any time and discuss their children's progress and talk to staff about their

children's development.

### **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	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

<b>Unique reference number</b>	EY276478
<b>Local authority</b>	Trafford
<b>Inspection number</b>	940573
<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>	55
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Clare Garforth
<b>Date of previous inspection</b>	23/02/2012
<b>Telephone number</b>	0161 865 3738

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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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