

Alderley Day Nursery

Alderley Day Nursery, Congleton Road, Nether Alderley, Cheshire, SK10 4TD

Inspection date	11/07/2014
Previous inspection date	11/11/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Management and staff have excellent knowledge of the learning and development requirements of the Early Years Foundation Stage, and how to support children's learning effectively. As a result, children thrive in this nursery where they make rapid progress in all areas of their learning and development.
- Partnerships with parents are prioritised and highly valued by the nursery. As a result, opportunities for parents to share information about their children, and to become actively involved with the nursery, are promoted continuously.
- Children's emotional security is given an exceptionally high priority by all staff, who take time to get to know each child and their unique needs. Consequently, children settle quickly into the nursery, are happy and become confident, independent learners who are extremely well prepared for their next stages in their learning.
- Management and staff extensively reflect on their practice and, through a detailed and robust self-evaluation process, they lead the drive to continuously improve quality for all who use the nursery.
- Staff have an excellent understanding of safeguarding and how to protect children from harm. This is underpinned by ongoing and regularly updated training, and robust policies and procedures.
- Children are very well supported by the excellent partnerships that have been formed with other professionals.

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 checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form, improvement plan and action plan.
- The inspector observed play and learning activities in five rooms, and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information, and spoke to the key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with management of the nursery, and conducted a discussion regarding policies and procedures.
- The inspector conducted joint observations with the manager.

Inspector

Janet Weston

Full report

Information about the setting

Alderley Day Nursery was registered in 2007 and follows the Montessori educational philosophy. It operates from the Nether Alderley area of Macclesfield, Cheshire. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week, from 8am until 6pm, all year round, except bank holidays. Children attend for a variety of sessions. Children are cared for across five designated classrooms and have access to an enclosed outdoor play area. There are currently 105 children on roll, all of whom are within the early years range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports a number of children with special educational needs and/or disabilities. There is currently 22 staff working directly with the children, 20 of whom have an appropriate early years qualification. Two of the staff have the appropriate qualifications at level 6, one at level 5, three at level 4 and 14 at level 3. The nursery receives support from the local authority. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- enhance the already excellent practice further in the baby room, by observing all interactions between staff and children, and encourage practitioners to include explanations of routines in their talk with babies.

Inspection judgements

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

Children thrive and are well motivated to learn in this high-quality Montessori nursery. The teaching is of high quality and is extremely effective, as staff consistently attain high standards across every aspect of their work. They support children exceptionally well, and use an excellent balance of adult-planned and child-initiated activities to extend children's thinking, interest and learning. The staff have excellent skills and knowledge of the learning and development requirements, and a first-class understanding of how children learn. The exciting, stimulating and extremely well-organised environment, both inside and outside, ensures that children make rapid progress towards the early learning goals. As a result, children are exceptionally well-prepared for their future learning. Children are well motivated, eager to learn and consistently demonstrate the characteristics of effective learning. For example, children develop their curiosity while discussing swimming, and they display perseverance when trying to master the outdoor equipment. Highly effective and rigorous procedures are in place to observe, assess and plan for children's individual progress. This is further supported through meticulous written observations by the designated early years coordinator. All children have access to a highly motivating

environment, where staff ensure all seven areas of learning are well covered. Consequently, children make excellent progress given their starting points and capabilities. Comprehensive and regular progress summaries and reports for parents, including the progress check completed for children aged between two and three years, make sure children's development is acknowledged. The staff are highly knowledgeable about each child's stage of development, and the Montessori philosophy of learning has been skilfully integrated, by the early years coordinator, to compliment the Early Years Foundation Stage. The environment is highly engaging and contains quality resources, which superbly promote children's learning through a wide range of learning experiences. The staff are extremely skilled in their questioning, so that children are able to effectively use their thinking skills to solve problems and overcome challenges.

Children in the pre-school and toddler rooms join together during their day. Coming together like this provides excellent support for children's social development. Younger children acquire skills from observing the older children. And older children eagerly take responsibility for assisting their younger peers. For example, they help the younger children during lunchtime routines and give soft toys to soothe babies. Children learn spontaneously by independently selecting activities, appropriate for their learning, from open shelves. Babies receive close and caring attention from skilled staff that nurture and encourage each child to progress to their next steps. Parents are consulted regularly regarding children's care plans, and such attention to detail enables children to quickly feel secure and settled. Children acquire a high level of communication because staff plan for sharing conversations and listening to stories, both one-to-one and in groups, for example, children discuss countries they have recently visited. This progresses to children discussing languages they can speak with visitors, even teaching them to say 'hello' in Mandarin. Staff then extend children's communication and reasoning skills through clever prompting and questioning. This teaching strategy promotes children's memory, recall and extends their language skills. Staff effectively model children's speech, extend their learning of new words and encourage children to sound out letters during activities. Children's skills in early reading and writing are fully enhanced as there is extensive use of the written word throughout the nursery. For instance, children use a post box they created to post envelopes with containing phonic letters, this activity enhances creativity as children discuss Italy, India and oranges. During adult-led and child-initiated experiences, children's mathematical skills are carefully developed using Montessori resources, such as sandpaper numerals and wooden boards for practising addition and subtraction. Children very successfully learn about nature through activities and outings. The staff provide excellent guidance to all children as they learn about growing plants and caring for them in the garden. Children learn about animals as they tend to the chickens and visit a local farm. Outings locally enhance their understanding about the world and parents further promote this by visiting the pre-school to share their culture and celebrations. Staff support children fully to gain a love of books, as children sit and skilfully tell staff and other children stories. For example, during a group session children spontaneously start a fictional story about swimming. This support successfully enhances their literacy skills. A superb range of resources, complimented by the staff's excellent teaching ability, ensures children can fully extend their future skills. For instance, a variety of water play experiences and resources are available in the practical life area to promote fine motor skills, such as pouring, sensory sensations and spooning activities.

Staff gain an excellent understanding of children's interests and starting points, and use this information to provide experiences that allow children to excel in their learning. The nursery has developed very good links with other settings children attend. Staff attend meetings and share detailed written information about children's development and progress with the agreement of parents. Children's learning at home, and links with parents, are excellent. Parents are encouraged to complete home observations in which they and staff share children's learning and development. Partnership with parents is promoted further through coffee mornings and parents' evenings. Management and staff support children with special education needs and/or disabilities extremely well, through detailed individual and group planned activities. Children's physical development is well provided for in each of the outdoor areas. For example, the baby suite area has a range of resources to support fine motor skills and early walking, the toddler and pre-school area has climbing equipment, scooters and an excellently resourced grass area. Physical development is further complimented by the excellent 'stretch and grow' sessions. Children thoroughly enjoy this activity as they exercise to music using a variety of movements, such as hopping, jumping and weaving in and out of cones. Children play at being warriors to save the princess as they negotiate the obstacle course. As a result, children make excellent progress in their physical development. Children are prepared well for school as staff actively promote independence and group skills. For example, they learn to sit and listen attentively at small group time. The close links with local schools includes school staff visiting children in the nursery. Staff are constantly thinking about how their teaching can extend children's learning. Consequently, children make excellent progress in their learning and development, and are developing first-class skills to prepare them for their future learning.

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

Children are extremely happy and content to be in this stimulating and welcoming nursery. For example, children rush in excited and eager to be greeted by staff. Through carefully planned settling-in sessions, children settle quickly and happily into the nursery. An exceptionally well-established key-person system and the highly effective deployment of staff enable children to form strong, secure emotional attachments. Staff's awareness of their key children and their commitment to nurturing the well-being of every child in their care is exemplary. Staff respect and value children as unique individuals, and key persons immediately respond to their physical and emotional needs, to ensure they remain content and comfortable. Babies and children settle very well into the nursery because staff gather detailed knowledge from parents about their likes, dislikes, comforters and daily routines. Babies actively seek out their key person for comfort and cuddles when they need reassurance. Parents comment that they have excellent relationships with all staff and feel reassured that they know their children remarkably well. Commenting, 'fabulous caring staff, who are interested in the well-being and happiness of the children'. This care and attention enhances parents' sense of trust and security in the quality of their child's care.

There are excellent systems in place to support children as they move rooms within the nursery. For example, learning records are shared with the new key person and taster visits are organised to the new room, this promotes a highly effective and seamless transition process. The arrangements in place are extremely flexible and well-planned, in

consultation with parents, based firmly on the individual developmental needs of each child. This means that children settle quickly into the new environment, swiftly build close emotional attachments with staff and confidently make new friendships. Older children develop an extremely good understanding of their own self-care and the importance of good health. Children independently use the bathroom and wash their hands, receiving support from staff if this is needed. Younger children are cared for by staff who attend to their personal hygiene, while discussing 'the importance of routines and germs'. Children acquire a vast range of self-care skills, through precise teaching, and confidently demonstrate their understanding as they put on and take off their own shoes. Staff promote good health and well-being in a variety of different ways. Children in the older age range enjoy fresh air and exercise, developing physical skills and confidence as they play on climbing equipment, access the scooters in the outdoor area, and explore the extremely well-resourced large grass area. In addition, babies have direct access to an outdoor enclosed zone where they enjoy fresh air and access the resources. Staff are appropriately deployed to respond to the flow of movement of children between indoors and outdoors. As a result, children's all-round physical and emotional well-being is exceptionally well promoted. The nursery has a chef, who provides children with a wide variety of nutritious meals. Refreshments are carefully planned to ensure children have access to a healthy, balanced diet. For example, children have moussaka and red cabbage for their lunch. Children are encouraged to be fully independent and help themselves to glasses, plates and pour their own drinks from the small jugs. Independence is further promoted as children know to clear away their dishes when they have finished. Their knowledge and understanding is further enriched as they plant, grow and harvest produce, such as strawberries and raspberries, from the nursery garden. The nursery allergies coordinator is robust in gathering information from parents on entry. Information includes children's specific nutritional requirements and allergies to ensure that each child's individual dietary needs are met.

Staff are exceptional role models in being kind to one another and have high expectations of behaviour. Children behave extremely well. Positive behaviour is highly evident, for instance, children show consideration for equipment and each other as they tidy away and share resources. When group singing commences, the children are encouraged to say 'hello' to those in the circle and shake hands with the member of staff, promoting courtesy and good manners. Children are polite and respectful, for example, offering visitors a chair. Children learn to manage their own feelings, and staff support them to think of ways they can resolve minor disagreements. Children respond exceptionally well to the day-to-day routines, demonstrating their sense of self-assurance and that they feel safe and secure within the nursery. Staff consistently give the highest priority to the safety of children and effectively support them to develop their understanding of how to keep themselves safe. Staff ensure that children are able to manage their own risks by providing them with opportunities and the freedom to take controlled risks as they play outdoors. Children play an active role in their own learning, and their thoughts and suggestions are taken into account by the management team and outdoor coordinator when planning. For example, organising tally games, so children can express their likes and dislikes and inform practice. Children learn about different traditions, customs and beliefs, for instance, sitting and listening to a presentation by a peer regarding their recent trip to India. This, combined with the staff's excellent support, helps build self-esteem and develop skills that will significantly benefit the children as they move onto the next steps

in their learning. Children's well-being is addressed extremely well, parents are provided with clear details on the nursery's practices through policies on transition, safety, illness and accidents. Children take activities home to share learning with their families. This helps parents to understand how to support their child's learning through play in the home or on holiday. The excellent partnerships with parents enable the staff to meet children's individual needs very well. The strong link between the nursery and the children's homes fully involves parents in their children's care, learning and play. This also means that the continuity of care between them all fully enhances children's well-being. Parents are very happy about the care offered by the nursery stating the nursery is 'idyllic'.

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

All staff have a thorough knowledge and understanding of the policies and procedures that underpin the exceptional practice in the nursery. Management and staff have an excellent understanding of their responsibility to ensure safeguarding and welfare requirements of the Early Years Foundation Stage are met. All staff have an extensive understanding of how to protect children from harm. This is supported by ongoing training, and robust policies and procedures, which are regularly updated. Designated safeguarding officers ensure that all staff, whatever their role, are trained regarding their responsibility for safeguarding and promoting children's welfare. Management ensures that all new staff go through robust recruitment procedures, and that ongoing suitability processes are in place to continually review staff suitability. A thorough induction process, for new employees, ensures staff are fully aware of the nursery's policies, Montessori philosophy and expectations from the beginning. Staff turnover is very low, this reflects the contentment and pride of the staff and the high value placed upon them by management. Management comment 'people that work for us are our greatest asset, and we ask them for their opinions and we listen'. Management and staff work exceptionally well together and pay high regard to each other's strengths and areas of expertise. For example, a monthly award is presented to a member of staff who has contributed most. Comments regarding a recent nominee include 'she is always happy to help no matter what, always consistent with it and always happy, great with the children and staff'. Continual monitoring by the management team, and effective and frequent supervision ensures that all staff maintain high standards of professionalism. The nursery motto is 'together everyone achieves more'. The management is highly proactive in ensuring the safety and well-being of all who use the nursery, for example, they carry out robust checks on visitors and security keypads are used on main doors. They frequently review policies and procedures to ensure that robust practices are in place and are meticulously maintained.

Partnerships with parents are exceptional. As a result, opportunities for parents to share information about their children and to become actively involved within the nursery are promoted continuously. Parents state that they value highly the positive relationships that they have with all staff, who they consider are 'excellent' and 'fantastic'. Parents feel totally informed and included in their children's care and learning at all times. They benefit from daily verbal information and written feedback from staff. Parents are invited to attend meetings about their children's progress, and to share their skills and knowledge about their occupations and cultures with the children. Parents' views are clearly sought

through detailed questionnaires. Feedback is thoroughly analysed by the owner and management team, who respond to each of the points made, identifying improvements and sharing the information with all parents. The views of parents are highly valued and management, and staff consider that parental involvement is pivotal to the Montessori philosophy they adopt with the children. An extensive range of information is made readily available to parents through frequent newsletters, individual care and communication books, information boards and the owner's 'informant' letter. These include information from each of the Montessori classrooms regarding current and forthcoming activities. A detailed website shares a wealth of news and information including Montessori guidance. Partnerships with other settings and professionals are also excellent, providing consistently high levels of support for individual children and valuable support for children with special educational needs and/or disabilities. These positive links with parents and other professionals ensure they work exceedingly well together, enabling staff to meet the children's needs through a fully consistent approach to each child's care and learning.

The management team are truly inspirational, continually focusing on the pursuit for excellence in everything the nursery is involved in. This strong, effective leadership enables all of the staff to feel empowered and enthused, resulting in staff being extremely professional and dedicated to their role in meeting the children's learning and development needs. Regular staff meetings, within the nursery, provide opportunities to reflect together on practice and to share views and ideas. The management team and staff demonstrate a clear understanding of their responsibility to meet the learning and development requirements of the Early Years Foundation Stage. Tracking of every child's progress by staff, and the early years coordinator, enable management to identify individual children or areas of learning which may require additional support. Staff are fully involved in this process and strive continually to ensure that all children achieve the best possible outcomes, prior to the next tracking review. Staff continue their professional development by attending training and sharing what they have learnt with others in the nursery. Recent attendance by the outdoor coordinator resulted in staff further developing their knowledge relating to learning outdoors. Training is also identified for further developing practice in the whole nursery. For example, a recent safeguarding course was organised, so all employees received the latest guidance. These excellent systems in place to monitor all areas of practice, and the children's achievements, ensure that all children make rapid progress given their starting points and capabilities. The meticulous focus on self-evaluation and reflective practice ensures that staff, parents and children are highly involved in the nursery's continual improvement, in pursuit of excellence. As a result, staff feel valued because their contributions are acknowledged, and they are extremely motivated and enthusiastic, having high expectations of themselves and the children in their care.

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

Unique reference number	EY362077
Local authority	Cheshire East
Inspection number	863726
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	105
Name of provider	Alderley Day Nursery Limited
Date of previous inspection	11/11/2011
Telephone number	01625 584428

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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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