

Warrington Day Nursery

David Lloyd Racquet Health & Fitness Club, Cromwell Avenue South, Great Sankey, WARRINGTON, WA5 1HH

Inspection date	30/07/2014
Previous inspection date	19/03/2013

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		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 are active and animated learners who are developing skills that will prepare them for the next stage in their learning at school.
- Children are supported well by their key person during the move between nursery rooms so they quickly form strong attachments and feel secure.
- Parents speak very favourably about the care and education their children receive. They are kept well informed about the progress their children are making, which helps them to extend their learning at home.
- Children feel safe and secure in the nursery and management arrangements for safeguarding children are robust.

It is not yet outstanding because

- Children have fewer opportunities to explore and investigate the natural world, particularly in the outdoor area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted a joint observation with the manager, looking at the practice of staff.
- The inspector looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, staff rotas and attendance registers, as well as information used to assess the suitability of staff.
- The inspector spoke to children and staff throughout the day and to parents and carers when they came to collect children.
- The inspector examined a sample of organisational and health and safety documentation, read the nursery self-evaluation form and held a meeting with the manager, acting manager and training coordinator.

Inspector

Valerie Aspinall

Full report

Information about the setting

Warrington Day Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises within the David Lloyd Leisure Club in Warrington, Cheshire. It is one of 79 nurseries managed by Asquith Court Day Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from self-contained space with five rooms on the ground floor with an enclosed area available for outdoor play. The nursery employs 30 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or higher, including four with an appropriate early years degree at level 6. Two staff have appropriate early years qualifications at level 2. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 152 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:

- enhance the range of resources available outside by adding more open-ended, natural and found objects, in order to extend children's opportunities to investigate and explore the natural world.

Inspection judgements

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

Staff have a good understanding of how young children learn. They observe children in their play and plan activities to help them make good progress in all areas of their learning and development. Staff respond quickly to children's developing interests by adding exciting resources to extend their play. For example, when children discuss playing on the beach during a recent holiday, staff create an indoor beach with sand and a paddling pool for them to play with. This helps children recall past events and share their experiences, effectively supporting their personal, social and emotional development and their developing speech. Younger children begin to develop skills in listening and responding to rhyme and rhythm as they bang out a beat with wooden paint brushes used as makeshift drumsticks. They quickly learn to repeat familiar lines from the new song and show great enjoyment in the group drumming activity. Consequently, children make good progress in speaking and listening as staff teach them in a fun and active, age-appropriate way. These interesting and hands on activities make learning fun for the children. As a result, children are motivated to learn, which helps them to become ready for school, when the time comes.

Staff teach children about numbers through planned activities and during mealtimes. For example, they count how many children are at the table and how many plates they will need. Toddlers become thoroughly absorbed in playing with glue and tissue paper as staff allow them plenty of time to explore how the items feel, without any aim to make an end product. Babies have plenty of opportunities to develop their senses through tactile activities, such as flour and dough play. Very young babies are supported to sit steadily, so they can reach out and grasp the toys in front of them. As a result, babies and toddlers are beginning to develop physical and creative skills, and are learning to distinguish between various sensory materials.

Where children have special educational needs and/or disabilities or need additional support, staff have put effective methods in place to help them. For example, children have play plans in place and staff ensure children have short one-to-one sessions within the busy day. In addition, staff teach children to sign some basic words and help them to recognise their emotions. Staff support children who speak English as an additional language by learning and displaying simple words and greetings in their home language. Consequently, all children make steady progress in their learning. Alongside the information about children's care needs, staff collect some developmental information for each child on entry. They use this to identify a starting point for each child. Staff continue to assess children's development on a regular basis and track children's progress. Staff ask parents to share 'wow' moments and complete home learning observations. In addition, parents attend regular parents evenings and open day play sessions. Staff share termly progress summaries with parents and offer suggestions about how they can extend children's learning further. Consequently, children are very well supported in continuing their learning at home.

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

Parents comment that their children have settled in to the nursery quickly and enjoy spending time with their key person. Children are confident, communicative and independent; this shows that they are forming secure attachments. Flexible settling-in sessions ensure staff quickly get to know children's likes, dislikes and familiar routines. Young toddlers who are having settling in visits show they feel emotionally secure when they enjoy exploring independently, before falling asleep in the arms of staff. Regular visits to the next room and sharing information between staff, is very effective in supporting children to make the move from one room to another. Consequently, children's personal, social and emotional development is well supported. Older children are helped to prepare for the next stage in their learning by playing school in the role-play area, listening to stories about starting school and meeting their teachers, who are invited in to the nursery. Consequently, children proudly practise their graduation ceremony and are excited by the prospect of moving on to school.

The nursery environment is bright and welcoming and offers children opportunities to play in a number of very well equipped areas. The children's playrooms are arranged so children can access resources themselves and have spaces to be messy, as well as cosier,

cushioned areas for relaxation. However, while the outdoor area offers children appropriate physical challenge, opportunities to observe the natural world are limited. As a result, children are not always able to fully explore and investigate through digging, planting or observing natural, found objects or living creatures such as worms or insects. Children play well together and enjoy each other's company. For example, they push their friends along on the bikes and go-karts, and join in looking for treasure after drawing maps. Staff speak to children in a calm and quiet way, and gently remind them to share and look after the resources. They regularly praise younger children when they cooperate in play or act as a helper at lunch time. Consequently, children's behaviour is very good.

Children are offered a healthy and nutritious diet that includes fresh fruit and vegetables daily. Older children pour their own drinks and serve themselves at mealtimes, which helps to promote their growing independence. Discussions about healthy eating and exercise, extra swimming and tennis lessons, along with visits from the police and a dentist, all contribute to children's good understanding of how to keep themselves healthy and safe. Outdoor play is available every day. Children have opportunities to ride bicycles, climb steps and slide down the fireman's pole. This further develops their physical skills and helps them to develop a healthy lifestyle. Staff encourage younger children to negotiate slopes and climbing equipment with their support. Consequently, children of all ages are beginning to learn about safety and risk. This attitude helps children to 'have a go' and persist with more challenging activities when they eventually move on to school.

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

The leaders and managers in the nursery have an understanding of the requirements to safeguard children. Following a recent serious incident, they appropriately notified Ofsted and a full investigation took place into the circumstances of the incident. The leaders and managers found that the incident was avoidable, and steps have been taken to prevent recurrence through effective disciplinary procedures. In addition, all staff have participated in training to ensure their full understanding of safeguarding procedures, including appropriate handling of children. The inspection found that managers and staff have a good understanding of how to keep children safe and protected from harm. Staff are aware of the potential signs of abuse and know who to contact if they have concerns. Safeguarding policies and whistle blowing procedures are regularly updated and discussed at every staff meeting. Several staff have current first-aid qualifications and accident and medicine records are robust. The manager ensures that staff are effectively deployed so that children are well supervised at all times. In addition, daily risk assessments ensure that all areas of the nursery are checked and hazards identified. There are effective recruitment and induction procedures in place, which ensure that all staff are appropriately vetted. Consequently, children are safe and their well-being assured.

Self-evaluation is good. The management team have a detailed improvement plan and know how they can improve the nursery further. They welcome suggestions from parents on how they could improve by using regular online questionnaires. For example, improvements to the outdoor area are planned and parents have commented they would

like extra technological resources for younger children. In addition, the management team know that their systems for monitoring and comparing groups of children's progress could be further improved and adapted. Staff are encouraged to continue their professional development. As a result, several staff have gone on to achieve foundation and degree level qualifications. In house training and regular staff meetings ensure that all staff are supported in their day to day practice. Annual appraisals and peer observations are used effectively to identify areas for future development. Consequently, a good standard of teaching is maintained throughout the nursery.

Partnerships with parents are very good. Parents comment that their children are very happy in the nursery and they feel that the nursery goes 'above and beyond' to support the children and include parents. Parents know how their children have been progressing because they get regular termly summaries. In addition, detailed verbal handovers inform parents what children have been doing during the day. Regular parents meetings and open days keep parents involved with their child's development. The nursery have developed effective partnerships with other providers. For example, schools are invited to visit the nursery to see the children in their familiar surroundings and staff discuss children's progress with other settings they attend through the exchange of communication books. This demonstrates the nursery's commitment to working with other providers to enhance children's learning. In addition, staff work closely with a variety of agencies in order to provide very good levels of support to children and their families.

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	EY285467
Local authority	Warrington
Inspection number	983477
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	109
Number of children on roll	152
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	19/03/2013
Telephone number	01925 418175

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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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