

# Townhouse Private Day Nursery

80 Lawton Road, Alsager, Stoke-on-Trent, Staffordshire, ST7 2DB

<b>Inspection date</b>	14/08/2014
Previous inspection date	29/04/2009

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

- All staff are very skilful in their interactions with children and use highly effective methods of teaching. Consequently, they have a comprehensive understanding of children's needs and interests in order to fully challenge and extend their capacity for learning. Therefore, the quality of teaching and learning is consistently high.
- Assessment and planning for individual children is rigorous and precise. Staff diligently observe children's progress and carefully identify the next steps in their learning. As a result, children flourish and make excellent progress in their learning and development.
- Relationships between staff and the children are outstandingly positive, caring and strong. This means children are independent, active learners, who think critically for themselves and exhibit high levels of self-esteem and confidence.
- An exceptional commitment to parental involvement at all levels means parents are involved in every aspect of the nursery's work. This results in very high levels of consistency and continuity of care between the child's home and nursery. This contributes to the very high standards of care the nursery provides.
- Children's safety is given the utmost priority at all times. Robust risk assessment, rigorous safety measures and highly comprehensive safeguarding procedures ensure that children feel safe and are secure.
- Leadership is inspirational. Managers harness the passion and enthusiasm of staff to ensure that all aspects of provision are of an exemplary standard. Self-evaluation involves all in promoting the continual development of the nursery and a pursuit of excellence is shared by all members of staff. This is reflected in the very high expectations staff have of the children and themselves.

## 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 observed activities in the inside and outdoors.
- The inspector conducted a joint observation with the early years professional.
- The inspector held a meeting with managers of the nursery and spoke to staff and children at appropriate times throughout the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Sharon Hennam-Dale

## Full report

### Information about the setting

Town House Day Nursery opened in 1994 and was registered under new ownership in 2005. The nursery is registered on the Early Years Register and it operates from a large, converted house in the centre of Alsager. Shops, schools, a park and a local library are nearby. Entrance to the building is via a large driveway off the main road. The nursery serves the immediate locality and also the surrounding areas. It opens five days a week, from 7.30am until 6pm, all year round, except for bank holidays. Children attend for a variety of sessions. There are currently 76 children on roll, all of whom are within the early years age range. The nursery supports children with special education needs and/or disabilities and children who speak English as an additional language. It receives funding for the provision of free early education for two- and three-year-old children. There are currently 17 staff who work with the children. One member of staff holds Qualified Teacher Status and three have Early Years Professional status. A further two have a foundation degree in Early Years. All other staff, with the exception of one, who is unqualified, hold appropriate early years qualifications at level 3 and above. The nursery also employs a fully qualified swimming teacher two mornings a week. The nursery is a member of the National Day Nurseries Association.

### 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 outdoor learning areas, by extending the opportunities for children to see a wide range of written words, supporting their growing interest in literacy.

### Inspection judgements

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

Children thrive and are exceptionally happy, confident and motivated to learn in this vibrant, inclusive and high-quality nursery. The stimulating environment is planned exceptionally well to optimise learning opportunities for children and promote their wellbeing. Children are eager, enthusiastic and quickly become engaged in the superb range of activities on offer in the indoor and outdoor environments, which effectively extend and support children's learning in all areas. For example, pre-school children develop their critical thinking skills, as they experiment making different pathways for water with a selection of different pipes and materials in the outdoor area. Children experience a very good balance of child-led exploration and adult-led learning, and are provided with individualised learning opportunities, which ensure that children are challenged and inspired to learn. Teaching is outstanding. Children are supported by a highly skilled and motivated staff team who have high expectations of each child. All staff have superb skills and knowledge of the learning and development requirements and a

first-rate understanding of how children learn. Consequently, children flourish and make excellent progress in their learning and development. Staff use an exciting range of inspiring teaching strategies and are very skilful in their interactions with children. They sensitively join in children's play and have an excellent ability to engage with them during activities. The nursery is filled with frequent fun and laughter throughout the day. For example, pre-school children laugh as a member of staff blows on their towers to see if the wind will knock them over and find out how strong their structures are. Children then extend this activity and use a similar approach to test other towers.

The children enjoy a wealth of experiences and activities. They learn about their local community through several visits to places of interest. The children also visit places outside the local area, such as parks and forests. These exciting experiences strongly support children's understanding of the world around them. The children also plant vegetables in the garden, which further extends their understanding of the world. Children's creativity is enriched as they express themselves freely in imaginative play, art and craft. They easily access and freely choose from an excellent range of media and resources with which they can explore and investigate. For example, children enjoy exploring texture as they choose from a superb range of natural items in sensory baskets in each room. Provision for mathematical development is rich, varied and imaginative, as children have many opportunities to count reliably and use numbers during their play. For example, toddlers accurately count objects and match these to numbers. Children's interest in literature is well promoted as they have access to a variety of books set out at their level. There are numerous mark making opportunities throughout the nursery and these are skilfully extended with further writing opportunities for pre-school children. Attractive, stimulating displays and print inside supports children's developing literacy skills. This effectively supports children's understanding of words and numbers and that print carries meaning. In the inviting outdoor areas there are a range of interesting opportunities for children to explore and investigate independently, for example, the provision of mud kitchens. Nevertheless, there is scope to enhance the use of print in the excellent outdoor area in order to give children even greater opportunities to develop their literacy skills. Staff support children's language development exceptionally well at a level appropriate to each child's age and level of understanding. They introduce vocabulary extensively during play activities and everyday routines. For example, when reading a story, staff repeat words continually to babies as they share the pictures, and toddlers are encouraged to find items during play to extend their vocabulary. Staff hold rich, purposeful conversations with the pre-school children, using challenging, open questions to make them think critically. They allow them time and space, so that they can reflect on their learning. Children listen well to others and speak confidently because what they say is listened to and valued. Staff use simple signing for the babies and Makaton is used with toddlers. This helps very young children to make their needs known when they may not yet have the necessary words. Toddlers enthusiastically join in with action songs and enjoy copying the signs the staff use to enhance their language and communication. Children that are identified as having special needs and/or disabilities are extremely well supported. Staff work closely with parents, to precisely target and address their needs, for example, through the provision of one-to-one learning support. Staff also liaise closely with other professionals in order to access any further assistance required. Staff are acutely aware of how children who speak English as an additional language learn to communicate. They discuss their development frequently with parents and use and display

key words in home languages to help children's understanding. Consequently, all children are making extremely good progress across the prime and specific areas of learning. This aids them to build on their existing abilities and acquire the additional skills they need for the next stage in their learning and the move into school.

Assessment is meticulous and precise, giving an accurate picture of children's abilities and progress from their starting points. Staff observe children over an extended period of time, completing a learning story to show their progress and displaying in each room.

Consequently, staff know each child's stage of development very well, ensuring they are able to ensure any gaps in learning are addressed promptly and with high impact. Staff make detailed observations in order to monitor progress and identify children's needs and interests. Written observations provide highly relevant examples of children's learning and are supported by numerous photographs. These are cross referenced to the areas of learning and development, and next steps in children's learning are clearly identified and displayed in each room. These are used to plan meaningful experiences tailored precisely to children's learning needs. Due to the exemplary partnership work with parents, staff know the children's interests exceptionally well. The innovative use of an online social networking page allows parents and the nursery to share and exchange frequent updates on children's achievements and experiences. This information is expertly used to extend and enhance children's learning at any opportunity, and to plan activities that specifically target children's individual needs but inclusive for all the children. For example, in response to one baby's emerging skills and interests, staff provide a messy texture using tapioca and a range of wooden tools to stimulate babies' sensory awareness. Staff use very good descriptive language and new words to describe what the babies are doing, such as 'squishy' and 'squelchy', and as they model using the tools they say 'rolling, rolling'. They sensitively encourage all of the babies to try touching the mixture, but quickly provide dry textures for some babies who need a little more encouragement. As a result, babies pull themselves up to stand and explore the objects and are engaged in this activity for a sustained amount of time. This supports children's rapid progress and achievements. Staff very effectively use information to provide parents and carers with detailed reviews of children's progress and development. There are daily verbal discussions with parents and they are invited to meet with their child's key person on a regular basis. Parents complete a unique child booklet when their child initially starts and as their child moves rooms. The nursery constantly offers ideas about how parents can further enhance and continue learning at home. For example, they provide activity cards and bags, so that the children can make the optimum progress. In addition, parent and carers are frequently invited into the nursery to participate in activities, so that they can see first-hand how they can help support their child's development. The progress check for children between the ages of two and three is a collaboratively completed document, which fully involves parents and other professionals.

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

In this highly inclusive nursery everyone is made to feel welcome. Children and their families have excellent relationships with all staff. Staff give a high priority to helping children form secure emotional attachments. This fosters a sense of belonging and ensures that children are happy, settled and secure. Children's moves between their home

and the nursery are exceptionally well supported. Staff undertake home visits and obtain detailed information regarding children from parents prior to children joining, and ensure that this is regularly updated, so that they hold accurate information. As a result, they are able to provide outstanding support for children's welfare, such as by being aware of any changes that may affect a child's emotional well-being. There are excellent procedures implemented as children move through the different stages of their learning, and the superb key-person system ensures that children settle rapidly. For example, to further enhance support for children moving rooms, the nursery has recently introduced chatterboxes. This involves children sharing items, such as pictures and toys from home, with their new key person and peers. In the pre-school room, during circle time, children share their boxes with great enthusiasm and staff use effective prompts to encourage children to talk about the pictures, ask questions and encourage conversation and discussion. Children listen attentively to each other and learn to respect others as they recognise their similarities and differences. Children's key persons also make their own chatterboxes, which they encourage children to take home and share with their families. This further extends the close relationships developed between key persons, children and their families. Pre-school children make visits to the school they will be attending and photographs of these visits are displayed. Children also have opportunity to practise dressing up in school uniforms and take home items from their new schools, such as reading folders to share with their parents. The nursery ensures children are exceedingly well prepared for future stages in their learning and the move to school.

Staff are exceptionally positive role models. They provide lots of praise and encouragement for children's successes, which greatly boosts children's self-esteem and confidence. The nurturing environment promotes children's personal, social and emotional development extremely well. Behaviour is outstanding and highly effective in helping children learn how to form relationships with others. As children enjoy taking part in activities, staff effectively teach and support their developing social skills, for example, sharing and taking turns. In addition, through positive interaction and sensitive support where needed from staff, children are encouraged to learn how to deal with conflict, negotiate and solve problems. There are a number of resources, activities and play experiences provided to help promote children's awareness of and understanding of cultures and diversity. As a result, the nursery actively promotes and raises children's knowledge and understanding of different festivals and cultures from around the world. Children choose and freely engage in selected activities, such as imaginative role play, which they sustain for long periods of time. A wide range of quality resources are stored at child height, in clearly labelled boxes, which children can access independently. Consequently, children are highly active learners. The stimulating outdoor area provides inviting spaces and interesting resources. Children enjoy regular exercise and fresh air. For example, children develop their physical skills and learn to take safe risks in a secure environment. The pre-school children negotiate climbing equipment and toddlers travel over bridges, practising their balance. Inviting soft-play areas in the baby room encourage babies to develop their early crawling and standing skills. Weekly swimming lessons for pre-school children, using qualified instructors from the nursery, enable children to develop essential life skills in keeping themselves safe.

Parents are exceptionally well-informed about their child's care, learning and activities. This promotes continuity between home and the nursery's care. All staff have a

comprehensive level of awareness of any dietary preferences or allergies children may have. The nursery has extremely robust risk assessment systems in place, which helps to ensure any hazards are very promptly identified and minimised. Organised fire evacuation procedures, carried out at regular periods throughout the year, empowers children to take responsibility for their own safety. The nursery provides highly effective support for children to learn self-help skills. Children quickly learn to follow good hygiene practices, which are extremely well managed. Pre-school and toddler children have easy access to the bathroom, so that they can manage their personal care as they become ready. Children fully understand the routine for washing their hands before eating or preparing food. At lunchtimes, pre-school children demonstrate a high level of independence as they collect their cutlery, plates and cups, pour their own drinks and serve their food. Babies and toddlers are encouraged to feed themselves as soon as they are able. The dynamic nursery cook prepares healthy meals for children using fresh ingredients. These include vegetables and fruits that children help to grow in the nursery garden. Through regular discussion about healthy eating, cooking and baking opportunities, the cook and staff actively develop children's understanding of and interest in food.

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

Children's safety is given the utmost priority at all times. Robust risk assessment, rigorous safety measures and highly comprehensive safeguarding procedures ensure that children feel safe and are secure. Comprehensive policies and procedures are in place and these are rigorously reviewed as necessary following any updates to legislation or local procedures. As a result, they enhance the excellent practice and contribute to the safe and efficient management of the setting. Designated safeguarding members of staff ensure that safeguarding is regularly discussed; for example, staff reflect on practice and procedures in different scenarios. Consequently, leaders and staff have an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements. Staff are extremely well deployed and children are supervised at all times. All required documentation, such as daily registers for children attending the setting, is efficiently maintained and readily available for inspection. Staff hold current first-aid certificates, which means they are quickly able to give appropriate treatment in the event this is needed. Leaders have undertaken safer recruitment training and ensure that all staff are suitable to work with children through rigorous vetting, selection and ongoing suitability procedures. Thorough induction procedures are in place to support new staff. Copies of policies and procedures are shared with parents who use the setting. This enables parents to be aware of how these are used to support high standards of care and learning for children. The premises are kept secure at all times and fire evacuation procedures are clearly explained to any visitors.

The leadership and management of the nursery are outstanding and truly worthy of dissemination to other providers. Leaders harness the passion and enthusiasm of staff to ensure that all aspects of provision are of an exemplary standard. Leaders have an outstanding knowledge of the learning and development requirements and how superb-quality teaching promotes children's progress. As a result, they support staff in the

provision of an extensive range of stimulating, challenging and dynamic activities and play experiences for all children. Leaders constantly monitor the effectiveness of planned learning, to ensure children's experiences and the educational programmes offer them optimal challenge, helping them to maintain rapid progress across all areas of learning and development. Tracking of children's progress is rigorous and precise. Groups of children, such as funded two-year-olds, are robustly monitored. This enables leaders to know the stage of development of each child precisely, and to promptly identify any gaps in the children's learning or between different groups of learners. Consequently, priorities for improvement are quickly put into place to address any areas of variation. The nursery is totally dedicated to professionally developing the knowledge and skills of staff. Regular, high-quality professional supervision contributes to, and is linked carefully to, improving outcomes for children. The staff work together as a highly effective team. All are involved and are valued for their input. All staff are highly professional and have clear roles and responsibilities. Staff attend numerous training courses, as well as reading and researching widely. This ensures a constant source of fresh ideas to further enhance practice and contributes to the exceptionally high quality of the setting. In promoting the continual development of the nursery, a pursuit of excellence is shared by all members of staff. This is reflected in the very high expectations staff have of the children and themselves. Staff are extremely proactive and continually reflect on improvements made in each room, and the impact and benefit of these for the children. Self-evaluation incorporates parents, children, staff and other professionals' views. The plans for future development are precisely targeted on the needs of the children attending, and are accurate, realistic and challenging. Recommendations from the last inspection have been addressed in full. Therefore, self-evaluation is highly effective, supporting children's achievements over time, and there is an excellent capacity for further improvement.

An exceptional commitment to parental involvement at all levels means parents are involved in every aspect of the nursery's work. This results in very high levels of consistency and continuity of care between the child's home and nursery and contributes to the very high standards it provides. Parents have a very high degree of trust in the nursery and are exceedingly complimentary about the quality of the care and the educational provision. Parents particularly appreciate the nurturing environment in which their children are cared for and wholeheartedly confirm that the nursery is a unique and special place for their child. In particular, they comment on the 'excellent rapport' that staff have with children and the 'loving care' they provide. The extensive two-way sharing of written and verbal information, combined with regular newsletters and a comprehensive website means that parents are kept very well informed about the nursery, and they are superbly involved in promoting their children's progress and well-being. All children's needs are quickly identified and exceptionally well met through effective partnerships between external agencies and other providers, to provide a fully inclusive service. Children with special education needs and/or disabilities and children who speak English as an additional language are supported through a coordinated and planned approach. These positive partnerships and relationships ensure that there is effective information sharing and continuity for each child, so that their needs are fully met. Consequently, children are making exceptional progress in all areas of their learning and development.



## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY314152
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	862157
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	47
<b>Number of children on roll</b>	91
<b>Name of provider</b>	Townhouse Childcare Ltd
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	01270 883383

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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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