

Daintry Hall Day Nursery Ltd

Church Lane, North Rode, CONGLETON, Cheshire, CW12 2PE

Inspection date

16/12/2014

Previous inspection date

02/11/2010

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

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

- Partnerships with parents, other settings and professionals are excellent. This ensures that children's needs are quickly identified and that they receive targeted support appropriate to their individual needs.
- All staff are exceptionally skilled and sensitive in supporting babies and children to form secure emotional attachments. This provides a strong foundation to enable them to develop their independence and motivates them to explore.
- 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.
- Staff enable children to become independent in their learning, thinking and self-care skills. This means that children are extremely well prepared for the next steps in learning such as school.
- Leadership is inspirational. A well-targeted programme of professional development always focuses on the impact for children, which means that all children make excellent progress from their individual starting points.

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 looked at a selection of children's assessment files and progress-tracking information, and spoke to their key persons.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector held a meeting with management and looked at and discussed a range of policies and procedures.
- The inspector observed activities in the playrooms and outside, including visiting the forest school.
- The inspector took account of the views of parents spoken to on the day.
- The inspector conducted joint observations with the manager.

Inspector

Janet Weston

Full report

Information about the setting

Daintry Hall Day Nursery Ltd was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned. It operates from a grade II listed building in North Rode, Congleton, Cheshire. The nursery opens Monday to Friday, from 7.30am until 6pm, 51 weeks of the year. Children attend for a variety of sessions. There are currently 69 children on roll who are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities. The nursery employs 20 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 to level 6. The nursery receives support from the local authority. It has established links with local schools and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- consider further opportunities for children to extend their creativity in the outdoor environment, to enhance their already excellent learning experiences.

Inspection judgements

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

The quality of teaching is rich, varied and imaginative. Babies and children blossom as they take part in challenging activities designed to capture their imagination and interests in this high quality nursery. For example, babies tentatively play with a tray of foam cautiously feeling the texture. This is extended further as they make shapes with their finger and delight in clapping their hands to make pretend snow. Experienced and highly skilled staff have an excellent understanding and knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff support children of all ages and abilities exceptionally well and use an excellent balance of adult-planned and child-initiated activities to help children achieve the best they possibly can in their learning and development. The indoor environment is extremely well resourced and organised into different learning zones, which supports children's sense of curiosity and their natural desire to explore and investigate. Babies crawl rapidly to resources that particularly excite them, such as shape sorters, while older children have a wonderful time as they engage in sensory play with pasta, learning about the effects of water. Teaching practices are consistently very strong across the nursery. Planning takes into consideration children's individual interests. Furthermore, activities are flexible to take account of children's spontaneous ideas, such as making wands. Staff have established highly effective ways to observe children. They use these to determine children's starting points and identify the next steps in their learning and development. Meticulously written observations are used

to track children's progress and formulate written assessments, which are shared with parents.

All children are learning to interact with adults and each other as they take part in small group activities, socialise at mealtimes and cooperate as they play. Communication and language development is supported exceptionally well by the knowledgeable and experienced staff team. Children's understanding of mathematics is extremely well developed, because staff ensure the environment is rich in mathematical language and numerals. Staff use open-ended questioning to develop children's creative thinking skills and encourage them to express their thoughts and ideas. They provide a running commentary as they play and help children to expand on what they say by introducing new words, such as 'propeller'. Staff promote children's enjoyment and ensure that they are challenged and motivated to learn. For example, children have great fun while they play with oats and flour as they discuss the texture and patterns they are making. They extend this further by adding a variety of colours to make their pretend cakes. As a result, children are actively engaged in their learning and make exemplary progress across all seven areas of learning.

The outdoor areas have been extensively redesigned since the last inspection. The introduction of a forest school encourages older children and inspires their learning through positive outdoor experiences, and gives the children regular opportunities to develop self-confidence and self-esteem through hands-on learning. A wild area is situated within the nursery grounds; here children can enjoy the experience of cooking outdoors, under the close supervision of the qualified leaders and learn about the living things attracted to their bug hotel. The second area is constructed in a clearing within woodland giving children opportunities to explore and discover their surroundings. Each area is well resourced and meets the needs of individual groups of children. Children with special educational needs and/ or disabilities are exceptionally well supported by knowledgeable staff who understanding of children's individual needs. Staff confidently set realistic targets, together with parents and external professionals to help children progress and reach their full potential. This demonstrates how the nursery is working to close the achievement gap. Children learn about the transfer to school through discussions, activities and visits to the nursery from school staff. These practices ensure that reception class teachers are fully informed of children's stage of development and children are extremely well prepared for the next steps in their learning.

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

The nursery has a very strong, caring and nurturing culture. Management and staff place a high level of importance upon children being happy and emotionally secure. Children settle quickly and happily into the nursery, through settling-in sessions carefully designed around the individual child and family requirements. Children are assigned a key person who takes great care to build a secure emotional attachment with each child and excellent communication links with their parents. As a result, children's emotional well-being is supported exceedingly well. Consequently, children are exceptionally happy, resulting in them being extremely confident, independent and self-assured individuals. Therefore, they

are well prepared when the time comes to move to school. Parents comment that staff are 'excellent' and the management team is 'caring and compassionate'. Furthermore, parents feel reassured that the staff know their children remarkably well. This enhances parents' sense of security in the quality of their child's care. As a result, children have secure emotional attachments with all staff. This enables children to enjoy their time and make excellent progress in all areas of their development and learning, in a safe environment.

There are excellent practices in place to support children's move within the nursery. For example, learning and development files are shared with the new key person and taster visits are organised. Children experiencing their new room on the day of inspection were fully engaged in activities, happily chatting to their peers and comfortable in their new surroundings. Such practices promote a highly effective and seamless transfer process. Children develop an extremely good understanding of their own self-care and the importance of good health. Staff teach children the importance of washing their hands before eating and after using the toilet. Staff supervise children and encourage them to be independent, while at the same time stay close by to help and support them if needed. Staff further promote good health and well-being in a variety of different ways. For example, all children have healthy, nutritious snacks and a freshly prepared lunch, such as pasta, meat and sauce, with the option of another healthy alternative. Children competently serve themselves at lunch and pour their own drinks. Therefore, children's independence is well developed before they start school. In addition, parents provide information on children's specific dietary requirements and allergies to ensure that each child's individual needs are met. Children also enjoy the benefits of physical exercise and fresh air. Their knowledge and understanding is further enriched as they plant, grow and harvest produce, from the nursery garden. Indoors, children independently access quiet, cosy areas where they can rest, relax, and play quietly. As a result, children's all round physical and emotional well-being is exceptionally well promoted.

Staff are excellent role models; they focus on developing mutual respect and trust. Staff have clear expectations and share these with children through explanation and guidance. Children are energetic and animated, however they behave exceptionally well and children's self-esteem is very well supported. Children show consideration for equipment and each other as they help tidy away and willingly share resources. They react exceptionally well to the day-to-day routines, which demonstrates 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. 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.

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

Leadership and management are inspirational. Management and staff have an excellent understanding of safeguarding procedures and all staff prioritise children's safety. Designated safeguarding officers ensure that all staff, whatever their role, are trained regarding their responsibility for safeguarding and promoting children's welfare. Staff fully understand the procedures to follow and who to contact in the event of any concerns about children or colleagues. Management monitors performance within the nursery and ensures that staff are deployed effectively according to qualifications and experience. A comprehensive range of policies and procedures underpins daily practice, which are meticulously reviewed by the manager. Risk assessments are completed for all areas of the building, the outdoor area and resources, particularly in the forest school environment.

Effective safety measures are implemented to reduce any hazards and ensure children's safety remains paramount, for example, visitor identification is obtained and details recorded in the visitor's book. Furthermore, robust recruitment and vetting practices help to ensure that all adults working with children are suitable to do so and remain suitable. In addition, effective and frequent supervision ensures that all staff maintain high standards. A thorough induction process complements the safety measures for all new employees. This process ensures staff are fully aware of the nursery's policies and procedures. Staff turnover is extremely low and this reflects staff's satisfaction and enjoyment, as well as the value placed upon them by management.

Management has implemented an extensive process of self-evaluation. It includes observing how children engage with resources and listening carefully to the views of parents. Parents are encouraged to become actively involved within the nursery using questionnaires to elicit their views and attendance at the many parents' events, such as, coffee afternoons and bacon sandwich mornings. 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. The manager continually reflects on the provision and therefore, can recognise her strengths and areas for improvement. For example, the manager, along with the forest-group leaders, has recognised the importance of further developing this environment to provide even more opportunities for children to extend their creativity outdoors. She regularly monitors children's assessments and planning to ensure that their next steps are being continually met, are accurate and on target. This means that children's learning and development is given high priority to ensure that they consistently achieve and maintain high levels of progress. Tracking of every child's progress by the manager enables early identification of gaps in learning which may require additional support. Partnerships with professionals are also excellent and provide valuable support for children with special educational needs and/or disabilities. These positive partnerships with parents and other professionals ensure they all work extremely well together, enabling staff to meet the children's needs through a fully consistent approach to each child's care and learning. Staff are highly qualified and have a wealth of experience and this is reflected in their interactions with children and the teaching methods they adopt. Overall, children are happy, settled and make excellent progress during their time at the nursery.

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. 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

Unique reference number	EY408426
Local authority	Cheshire East
Inspection number	850914
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	69
Name of provider	Daintry Hall Day Nursery Ltd
Date of previous inspection	02/11/2010
Telephone number	01260 223568

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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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