

# University of Chester Nursery - Warrington Campus

Crab Lane, WARRINGTON, Cheshire, WA2 0DB



## Inspection date

16 January 2015

Previous inspection date

19 May 2011

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff's quality of teaching is consistently high. Consequently, children are highly motivated to learn and make rapid progress across the seven areas of learning.
- Children are cared for in a very safe, vibrant and highly challenging environment, where the staff provide an excellent range of toys and resources. These are used extremely well to promote and maximise children's learning.
- Children's language development is given high priority. They have many excellent opportunities to develop their speech and language, and extend their vocabulary through a variety of activities.
- Staff are highly skilled and sensitive in helping children form secure emotional attachments. As a result, children's emotional well-being is very well met. Children are developing independence and their behaviour is exceptional.
- Staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation stage. Robust systems are in place for the recruitment and supervision of staff. As a result, a strong team has been recruited and retained.
- Leadership is inspirational. Highly effective systems for self-evaluation give careful and thorough consideration to every aspect of the provision, which ensures that they are constantly improving the already exceptional practice.
- Partnerships with parents and other professionals make an outstanding contribution to meeting all children's needs. Consequently, children's needs are swiftly identified and exceptionally well met.

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

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

- enrich the already excellent opportunities in the baby room by including even more sensory items, such as collections of natural, everyday objects, for children to explore and investigate.

### **Inspection activities**

- The inspector observed activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the setting's self-evaluation and development plans.
- The inspector took account of the views of parents and carers spoken to on the day.

### **Inspector**

Karen Cox

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The highly skilled staff team have an excellent understanding of the different ways in which children learn and develop. They plan a wide range of activities based around their current interests, in order to extend their learning. The procedures for assessing children's progress are accurate and robust, and enable parents to contribute fully by guiding their children's learning at home. The arrangements for supporting children with special educational needs and/or disabilities and children who speak English as an additional language are exemplary. Staff rigorously monitor children's progress so that any required support and intervention is sought promptly. Staff utilise visual cues and visual timetables well, which supports children's communication. Children are exceptionally motivated to play, explore and discover. For example, children in the pre-school room investigate whether items sink or float and toddlers sort and match picture cards, developing their observational and counting skills. However, there are less natural materials for babies to use to enhance their spontaneous and exploratory play even further.

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

The highly sensitive, caring and nurturing interactions between staff and children ensures that children are emotionally secure, which provides a solid foundation to develop their personal, social and emotional skills. The settling-in process is flexible and organised efficiently, and as a result, works extremely well. There are excellent and well-established systems to ensure that children are prepared emotionally for making the move to the next room within the nursery and to school, and as a result, children are supported exceptionally well in making new relationships, building self-confidence and managing their feelings. Staff consistently encourage and reinforce good hygiene practices and support children's understanding of the importance of a healthy lifestyle through regular opportunities to access outdoor play and exercise. Children develop their independence and self-care skills at mealtimes, including the youngest of children who eagerly try to feed themselves with support and encouragement from staff.

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

Leadership and management of the nursery is outstanding. Highly comprehensive safeguarding policies and procedures are understood and effectively implemented by the staff. A robust recruitment procedure is in place, which ensures that all children are cared for by suitable adults. A meticulous induction programme is completed and staff are extremely well supported through rigorous monitoring, effective supervision and targeted reviews, which ensures that staff consistently deliver high quality standards in care and education. The leadership team is inspirational and gives high priority to the delivery of excellence. The manager supports staff in tracking the progress of individual and groups of children and swiftly identifies the progress made by different cohorts. Consequently, the

nursery sustains high levels of achievement and children are making exceptional progress.

## Setting details

<b>Unique reference number</b>	EY315211
<b>Local authority</b>	Warrington
<b>Inspection number</b>	878011
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	46
<b>Name of provider</b>	University of Chester
<b>Date of previous inspection</b>	19 May 2011
<b>Telephone number</b>	01925534295 Direct Line is 01925 534 295

The University of Chester Nursery-Warrington Campus was registered in 2006 and is owned and managed by the University. The nursery operates from a single storey building on the Warrington Campus of the University of Chester. It has three base rooms, a dining room and a secure area available for outdoor play. The nursery serves the students and staff of the university and the general public. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, and the manager is qualified at level 4. The nursery opens from 8am to 6pm, Monday to Friday all year round, with the exception of one week at Christmas and public holidays. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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