

Sir Leslie Martin Day Nursery

Bradburns Lane, Hartford, Northwich, Cheshire, CW8 1LU



Inspection date

20 February 2015

Previous inspection date

18 June 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of a change in management. Although this does not impact directly upon the children's well-being, this is a breach of the safeguarding and welfare requirements.
- Individual staff supervision is not embedded securely enough to ensure staff's professional development is as rapid as possible, in order to promote children's learning even further.
- Teaching is inconsistent across the nursery and does not always challenge or extend children's learning. This is because management do not effectively monitor or develop this area of practice with staff.
- Management do not have rigorous methods in place for self-evaluation, or take into account the views of parents and children. Consequently, their ability to meet all requirements and effectively identify their strengths and priorities for improvement is reduced.

It has the following strengths

- Children are safe and secure because the staff have a sufficient understanding of how to safeguard children by effectively minimising risks.
- Staff form positive partnerships with parents and other professionals, which promotes a collaborative approach to children's care and learning.
- Children make choices from a good range of age-appropriate activities and resources indoors and outdoors, which contributes to their progress in learning and development.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge and understanding about when to inform Ofsted of any changes, such as the person managing the early years provision, as soon as they occur
- implement individual staff supervision sessions in order to provide staff with appropriate support to meet their professional development needs and promote children's learning even further
- improve and embed systems for performance management, for example, by including regular observations of staff practices, so that the quality of teaching is improved to at least a consistently good standard across the nursery.

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

- develop the self-evaluation process and action planning, to include the views of parents and children, in order to better overcome weaknesses and identify areas for further development that will secure continuous improvement in the provision for children.

Inspection activities

- The inspector observed a range of activities and spoke with staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the owner and the deputy manager of the nursery.
- The inspector looked at children's assessment records and a selection of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Sharon Lea

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

The quality of teaching is inconsistent across the nursery. As a result, some activities do not provide children with a good level of challenge. For example, older children take part in an activity to decorate envelopes for Chinese New Year. Staff encourage them to select their own resources, developing their expressive design skills. However, in the toddler room, a painting activity neither challenges nor extends children's learning. This is because staff are too overly directive and do not even allow the children to independently select the paint themselves. Babies enjoy lots of sensory play with a variety of resources and materials. Literacy skills are supported through resources indoors and outdoors to enable drawing and early writing. This helps, to some extent, prepare children for their next stage in learning, such as school. Children's progress is shared with parents regularly through their individual learning journals, and learning at home is supported, for example, through book sharing.

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

Babies and children are happy and secure. They have good relationships with staff, who are caring and attentive to their needs. This positively promotes their emotional well-being. Positive behaviour is promoted and children are encouraged to be polite and use good manners. Children are encouraged to develop good independence skills, such as putting on their coats and boots for outdoor play. Good health is promoted through healthy snacks and meals and daily exercise in the well-planned garden. Children develop physical skills through climbing, running games, and weekly activities with a sports coach. Children develop their understanding of the world through growing vegetables and making feeders for the birds. Staff develop children's understanding about keeping themselves safe, through reminders about how to use resources, such as scissors, safely and by involving them in risk assessments.

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

Staff attend some additional training, sharing what they have learnt with their colleagues, to develop their knowledge. However, arrangements for monitoring and performance management are not currently focused enough on improving the quality of teaching. Consequently, the quality of teaching is variable across the nursery and children's progress is not fully maximised. Staff do not receive supervision sessions, to support their individual professional development. The staff are committed to making improvements as, for example, the recommendation from the previous inspection has been addressed, resulting in children being more independent at mealtimes. Improvements have also been made to the outdoor area, to provide a wider range of learning experiences for the children. However, the continual improvement of the nursery is not secure, as management do not review or carry out a thorough evaluation of the provision. This has resulted in some legal requirements, including the requirement to inform Ofsted of changes in management, not being met.

Setting details

Unique reference number	EY276594
Local authority	Cheshire West and Chester
Inspection number	860938
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	44
Name of provider	Alison Lynn Thompson
Date of previous inspection	18 June 2012
Telephone number	01606 871271

Sir Leslie Martin Day Nursery was registered in 2003. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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