

The Nursery

Standevens Yard, Wagg Street, Congleton, Cheshire, CW12 4BA



Inspection date	7 April 2015
Previous inspection date	26 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The manager and her team have a good understanding of safeguarding policies and practice to ensure children's safety is promoted. Staff safeguarding training is regularly updated. Consequently, they know how to recognise signs of abuse and where to report any concerns regarding a child in their care.
- Teaching quality is good. Children with special educational needs and/or disabilities are supported well. This is because staff identify gaps in their learning and seek early intervention. Through the strong links with external agencies, staff help all children to make good progress in their learning and development.
- Children form strong and effective relationships with the adults caring for them due to well-organised flexible settling-in processes. This develops their sense of security and emotional well-being.
- The manager provides regular support and supervision to staff. She has a good understanding of the strengths and weaknesses of the nursery and involves staff, parents and children in the self-evaluation process. This is used to drive improvement and in turn supports children to flourish.
- There is a good two-way flow of information with parents. This includes a written summary of the progress check for children between the ages of two and three years. This helps parents to support their child's learning in the nursery and to continue this learning at home.

It is not yet outstanding because:

- The manager has not fully developed the system for tracking the progress of different groups of children.
- On occasions during some whole group activities, children wait unnecessarily to start activities.

What the setting needs to do to improve further

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

- develop the current tracking system to enable staff and managers to see more clearly how different groups of children are progressing
- review the organisation of whole group activities to minimise waiting times for children, in order to maximise their engagement and enjoyment.

Inspection activities

- The inspector observed activities in all rooms and the outside play environment.
- The inspector held meetings with the manager and children's key persons. The inspector carried out a joint observation with the manager.
- 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 nursery's self-evaluation information and improvement plan.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Karen Laycock

Inspection findings

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

Staff are well qualified in the nursery. This has a positive impact on children's learning. Staff observe and assess children during play and routines to note their current interests and abilities. This information is used to plan challenging and stimulating activities and move learning forward. Children freely access resources, such as pencils, pens, paints, brushes, crayons and felt pens. They use these to draw pictures of what they see and to make marks. This supports their small physical skills to promote their early writing skills. Staff join children in their play. They skilfully ask children thought-provoking questions, such as 'where do you think the seedling has come from?' This helps to promote children's thinking skills, language development and their understanding of the world around them. Staff teach children number recognition as they point out numbers in the environment. For example, they show children numbers on the wellington boots outside. Staff use mathematical language as they encourage children to compare the sizes of their boots with each other. However, occasionally during whole group activities, children's enjoyment is not maximised. This is because they sometimes wait too long to play outside.

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

Children are very independent at snack and lunch time as they serve themselves and clear away afterwards. Children are encouraged to dress themselves. Older children use the toilet independently. Children learn to share and take turns. Consequently, their behaviour is good. This means that children are acquiring the necessary skills and attitudes in readiness for their next stage of learning, including school. Staff discuss the benefits of the healthy food that the nursery provides. Children have good opportunities to develop their physical skills. Outside in the well-resourced play area children use their whole bodies as they manoeuvre pedalled toys. Staff support children to learn to kick, throw and catch balls. Children learn to keep themselves safe as staff remind them that bicycles can only be used if they wear a safety helmet. As a result, children learn about healthy lifestyles.

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

Managers have a good understanding of the Early Years Foundation Stage. Effective arrangements for staff supervisions and peer review, check that staff's teaching practice is continually improving. Tracking systems used by the staff are used to effectively assess individual children's milestones and identify their next steps in development. However, management has not fully developed these systems to analyse specific groups to identify any differences in their progress. Staff carry out risk assessments to identify and quickly eliminate hazards from the environment, indoors and outside. Parents speak highly of the nursery. They discuss the good progress their children have made, particularly with their speech and language.

Setting details

Unique reference number	305379
Local authority	Cheshire East
Inspection number	867589
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 13
Total number of places	22
Number of children on roll	52
Name of provider	Shirley Gates
Date of previous inspection	26 January 2011
Telephone number	01260 299 120

The Nursery was registered in 1989. It employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 to level 5. The nursery opens from 7.30am to 6pm, Monday to Friday, year round. It provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

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