

Copper Beeches Day Nursery Ltd.

16 Barkers Lane, Sale, Cheshire, M33 6RG



Inspection date

Previous inspection date

28 May 2015

15 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children respectfully take turns and concentrate on serving themselves a home-cooked, healthy lunch, confidently using the serving utensils provided. This is due to staff embedding robust boundaries and routines.
- Staff are highly skilled in keeping babies focused on activities, to support their language development, independence and self-care skills, as they persistently feed themselves using a spoon. Babies identify vegetables by pointing, babbling and attempting new words.
- Staff skilfully follow children's interest in spaceships to ensure children, including those with special educational needs and/or disabilities, maintain focus and remain fully engaged in the adult-led activity focusing on language development.
- Children are quickly developing excellent thinking and physical skills, as they use their ideas to build bridges using planks of wood and milk crates to manoeuvre around the outdoor area. Children confidently balance across, and jump off, the bridges together.
- Children are developing excellent knowledge of how to be safe as they carry out risk assessments in the environment. Children and staff discuss and identify any potential hazards in circle time together. Children are extremely confident in taking risks as they explore resources and equipment safely.
- Parents state that children quickly form secure attachments with staff due to a highly effective settling-in procedure, which meets the needs of individual children, including those with special educational needs and/or disabilities.
- Children are rapidly developing skills to prepare them for the next stage in their learning, and for school. This is due to the highly effective partnership working and transition procedures involving parents, schools and specialist services.

What the setting needs to do to improve further

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

- continue to enhance the outdoor learning environment, to provide and extend further learning opportunities for children to explore.

Inspection activities

- The inspector observed activities in the indoor and outside learning environments, and spoke with staff and children.
- The inspector conducted a joint observation with the manager.
- The inspector looked at a range of policies and procedures, including a safeguarding policy, and looked at children's assessment records and planning documentation.
- The inspector looked at documents and checked evidence of the suitability and qualifications of staff working with children, and the provider's evidence of self-evaluation.
- The inspector took account of the views of the parents and carers spoken to on the day.

Inspector

Kim Boughey

Inspection findings

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

Highly skilled staff have an excellent understanding of the learning and development requirements of the Early Years Foundation Stage. The standard of teaching is excellent with a superb balance of adult-led and child-initiated activities, which are highly challenging and stimulating for children. For example, children's interests are followed when they choose a book relating to jungle animals. Staff provide resources including toy animals and play dough, which children use to role play and for mark making. Staff skilfully involve children in telling the story by using strategies, such as open questions, and challenging thinking, to enable children to complete sentences. Staff have accessed training that underpins their knowledge relating to supporting and enhancing children's language development. This is embedded into practice across the setting. As a result, children's language development is consistently extremely well supported. Children are highly motivated, confident learners who are making rapid progress in their learning and development, from their starting points.

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

Staff have a warm, friendly manner and actively seek to find out about children's interests and needs from parents. Children demonstrate exceptionally strong, positive relationships with all staff. Children are extremely confident and self-assured, as they enjoy exploring the highly stimulating outdoor environment. Here, they skilfully take risks as they access the physically challenging equipment, such as the climbing ladders and the climbing wall. Children enjoy growing and harvesting their own fruit and vegetables, which they prepare and cook themselves for snack and lunch. Children are learning about healthy lifestyles and their health and well-being is extremely well promoted. Robust safeguarding policies and procedures are in place, and all staff have completed relevant safeguarding training. This ensures that children's welfare is exceptionally protected.

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

Leaders and managers are members of an early years forum where they disseminate and share information about their outstanding practice. For example, other providers visit the setting to learn from, and be inspired by, the excellent outdoor environment and teaching practice. There is still room to further enhance the outdoor environment, to provide more opportunities for children to play and explore. Qualified teachers use their excellent knowledge and experience of the Early Years Foundation Stage, to monitor the quality of teaching across the setting, and ensure all staff are developing skills to ignite children's enthusiasm for learning. There is an ethos of continuous improvement embedded across the setting involving staff, children and parents. Meticulous analysis of information relating to the monitoring and tracking of children's progress, enables leaders and managers to focus on any gaps in areas of learning and put robust action plans in place. For example, leaders have recognised the need to further extend children's learning in mathematics.

Setting details

Unique reference number	EY332730
Local authority	Trafford
Inspection number	873274
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	76
Name of provider	Copper Beeches Day Nursery Ltd
Date of previous inspection	15 February 2011
Telephone number	0161 973 8829

The Copper Beeches Day Nursery Ltd was registered in 2006. The nursery employs 18 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2, 3 or 4. In addition, three members of staff hold Early Years Teacher status and one holds Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am to 6pm for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language, and children with special educational needs and/or disabilities.

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