

# Beeches Day Nursery

117 Dane Road, SALE, Cheshire, M33 2BY



## Inspection date

15 June 2015

Previous inspection date

19 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff provide children with a rich, stimulating and exciting learning environment, both indoors and outdoors. Children benefit from a huge range of high-quality resources that effectively promote all seven areas of learning. As a result, children are self-confident, interested and motivated and develop extremely positive attitudes towards learning.
- Staff accurately observe and assess children in order to plan sharply focused activities for the next steps in their learning. Consequently, all children's individual learning needs are superbly met and they make rapid progress in relation to their starting points.
- Pre-school children develop excellent early reading and writing skills. This is because staff teach children and provide an environment to link letters to sounds, recognise and write their names and understand rhyming words, through focused daily phonic activities. This means children develop a range of excellent skills and abilities they need in readiness for school.
- Key persons are highly skilled and sensitive and help babies and children to form extremely strong emotional attachments. Consequently, children's self-esteem, sense of belonging and feeling of security is promoted to the highest level.
- Qualified and experienced staff act as mentors to those less qualified and provide excellent role models. This has an extremely positive impact on staff practice and the quality of interaction to support children's learning throughout the nursery.
- The innovative and inspirational leadership of the manager means that all staff have excellent opportunities to further their professional development. The knowledge that staff gain from training, particularly with regard to communication and language and mathematical development, means that children consistently receive high-quality learning experiences.

## What the setting needs to do to improve further

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

- continue to build on existing arrangements for tracking the progress of groups of children within the nursery, for example, by comparing and evaluating the achievements of summer-born children.

### Inspection activities

- The inspector observed children's activities in the indoor and outdoor environment.
- The inspector carried out a joint observation of a planned adult-led activity with the manager.
- The inspector held a meeting with the manager and talked to staff, key persons and children throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, risk assessments and evidence of the suitability and training of staff.
- The inspector took account of the views of parents from written feedback questionnaires obtained by staff.

### Inspector

Julie S Kelly

## Inspection findings

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

Teaching across the nursery is very strong and staff use their expertise and knowledge of how children learn to provide an outstanding range of learning opportunities. Babies gain the key skills they need to support their development, for example, communication and language skills are promoted through the skilful use of gestures, signs and symbols. Toddlers are fully engrossed in their play and learning, as they make ice lollies and ice creams out of dough. Pre-school children initiate many activities themselves, which are skilfully supported by staff. For example, children's interest in hairdressing leads to them planning and developing a role-play hairdressers. Consequently, children remain engaged and focused on activities for long periods of time. Staff support children to solve problems and learn through trial and error. For example, children take part in scientific experiments, when they discover how long it takes for different sized ice cubes to melt and investigate what happens when they grow salt crystals. All children, including those with special educational needs and/or disabilities, are superbly supported. This is because staff work in very close partnership with parents and external professionals to promote each child's learning needs, through a highly effective shared approach.

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

Staff's knowledge and understanding of the children in their care is phenomenal. This means that babies' and children's physical and emotional needs are exceptionally well met. Children are well settled, happy and content in this high-quality, homely and nurturing environment. Staffing arrangements are consistent so that children are familiar with the adults who care for them. Consequently, they are confident to seek staff out for comfort and reassurance when needed. Staff are extremely good role models and play alongside children to teach them to understand how to share and take turns. This helps children to develop strong friendships and develop a secure understanding of acceptable behaviour.

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

The manager and staff have an excellent understanding of their responsibility to safeguard children. Detailed policies and procedures are known and understood by all staff and successfully translated into practice. Consequently, children are kept extremely safe and consistently protected from harm. Highly effective arrangements for regular supervision and checking staff performance leads to consistency of excellent practice across the nursery. The manager has recently begun to track the progress of all children in order to identify any specific gaps in learning. She recognises the need to strengthen this further, to include the monitoring of children from different groups. Arrangements for self-evaluation are highly effective and take into account the views of staff, children and parents. As a result, strengths and weaknesses are swiftly identified and addressed and plans for improvement are sharply focused and achievable.

## Setting details

<b>Unique reference number</b>	EY420301
<b>Local authority</b>	Trafford
<b>Inspection number</b>	852084
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	64
<b>Name of provider</b>	Christine & Christopher Cambridge Partnership
<b>Date of previous inspection</b>	19 July 2011
<b>Telephone number</b>	0161 976 4079

Beeches Day Nursery opened in 1992 and re-registered in 2010 as a partnership. It is one of three privately owned nurseries. The nursery opens from 8am until 6pm, Monday to Friday, for 50 weeks of the year. It employs 16 members of staff who work directly with the children. Of these, two hold appropriate early years qualifications at level 6 and 11 hold appropriate early years qualifications at level 3. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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