

Simply Cherish Day Nursery



129 Barlow Moor Road, West Didsbury, Manchester, Lancashire, M20 2PW

Inspection date

14 July 2015

Previous inspection date

23 November 2009

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

- Staff have a good understanding of the Early Years Foundation Stage. Teaching is good and children are motivated to learn. They make good progress in their learning and development.
- Children have positive relationships with staff. They are happy and settled and access resources independently in order to follow their own interests. Children's behaviour is good.
- Staff attend statutory and non-statutory training opportunities. This has a positive impact on children's well-being. For example, staff attend child protection courses and are aware of the authorities to contact should they be concerned about a child's welfare.
- Partnerships with parents are firmly in place which help to enhance all aspects of children's care and learning. Children who speak English as an additional language are supported well, due to strong parent partnerships and knowledgeable staff.
- Leadership and management are strong. The management team regularly review and evaluate their service. The management team place a strong emphasis on gathering the views of others to inform priorities for further improvements.

It is not yet outstanding because:

- Staff do not always consider their own use of language when supporting children's communication and language.
- Staff do not always share effective information about a child's development stage when the child is cared for by other carers, such as a childminder.

What the setting needs to do to improve further

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

- model language more effectively to further develop children's communication and language
- develop partnership working when children receive care from multiple carers, to improve information sharing about children's developmental stages.

Inspection activities

- The inspector observed activities and children at play throughout the inspection.
- The inspector spoke with children, staff and two deputy managers throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals and completed a joint observation with a deputy manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and viewed the management team's self-evaluative practice and improvement plans.

Inspector

Elisia Lee

Inspection findings

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

Staff identify children's needs well, by completing regular observations in order to identify their developmental stages. These are used well to plan a range of interesting activities that promote children's next steps in learning. Staff support children's mathematical development well. They encourage children to count objects, introducing mathematical vocabulary and engaging children well as they explore concepts, such as floating and sinking. The impact of teaching is good; all areas of learning are promoted and children are making good progress in readiness for their future moves. However, at times, staff do not consider how to use their own language more effectively to extend children's language and communication skills even further. Occasionally, some staff name objects incorrectly and miss opportunities to ask children questions about what they are doing. Parent partnerships are good. Purposeful information is shared about children's needs through comprehensive settling-in procedures. Therefore, staff are well informed about children's individual needs.

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

The nursery environment is warm and welcoming. An effective key-person system is in place and staff are knowledgeable about children's individual needs. For example, when children arrive, staff speak with parents to ascertain children's care needs. They use this information well to support children's emotional well-being. Staff enhance children's understanding of the wider world through celebrating different cultural events and taking children on outings in the local environment. Children learn to adopt healthy lifestyles through eating healthy snacks and daily outdoor play. This promotes their good health and physical well-being. Partnerships support children through times of change. Staff invite teachers from local schools into the nursery and share information about children's developmental stages. This allows teachers to know more about children and support their move on to school. However, information about children's needs is not shared as well with other providers who share the care of children. This means that information sharing is not as purposeful as it could be to reinforce children's needs.

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

Staff have a good understanding of the Early Years Foundation Stage. Staff are well qualified, which has a positive impact on teaching and children's progress. Staff attend targeted training events to support children's needs, such as supporting the unique needs of babies. They participate in network meetings and observe their colleagues as they work, in order to share effective practice. Comprehensive risk management is in place. All recommendations raised at the previous inspection have been addressed. The management team regularly evaluate their practice in order to maintain continuous improvement. The management team collect information about children's progress every term. This enables any gaps in learning to be quickly identified and then addressed. Partnerships with parents and other professionals are well established.

Setting details

Unique reference number	EY391625
Local authority	Manchester
Inspection number	992068
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	64
Name of provider	Margaret Delaney Ward
Date of previous inspection	23 November 2009
Telephone number	07845 986 255

Simply Cherish Day Nursery was registered in 2009. The nursery employs 20 members of childcare staff. Of these, one holds Early Years Professional status, one holds an appropriate early years qualification at level 6, three hold appropriate early years qualifications at level 4, 13 hold appropriate early years qualifications at level 3 and two hold appropriate qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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