

# Davyhulme Nursery

10 Davyhulme Road, Urmston, Manchester, M41 7DS



## Inspection date

Previous inspection date

9 June 2016

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The dedicated manager, highly experienced regional manager and well-qualified staff team have worked hard to foster a culture of 'only the best is good enough'. Children enjoy their time at the nursery and flourish in their learning and development.
- Children's spiritual, moral, social and cultural development are strong. They have rich opportunities to learn about other cultures and faiths. Consequently, children are very respectful towards their friends, staff and people in their local community.
- The nursery is a calm and caring environment. Children's laughter, eagerness to explore and natural inquisitiveness permeates throughout the nursery. Children are taught well about how to keep themselves safe and display good levels of self-confidence, self-motivation and self-esteem during their play.
- The manager is passionate about the pursuit of excellence for children and staff. She gives an extremely clear lead and vision on future improvements and has worked hard to raise standards across the nursery. Self-evaluation is robustly monitored and targets are measured well.
- Partnership working is strong. Links with the local authority, parents and other childcare professionals are successfully in place. Community cohesion is a strength of the nursery and links with local schools are highly effective.

### It is not yet outstanding because:

- The professional development of staff does not yet focus strongly enough on raising the quality of staff practice to an outstanding level.
- Leaders have yet to fully secure the engagement of all parents in further supporting their children's learning in the setting and at home.

## 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 programme of continuous professional development to ensure all staff are provided with further opportunities to enhance and extend their knowledge and skills to an outstanding level
- enhance the communication systems used and encourage all parents to contribute and take an active role in their child's education.

### Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector observed the quality of activities indoors and outdoors, and assessed the impact this has on children's achievements.
- The inspector held discussions with the provider and the manager. He looked at relevant documentation, such as the setting's self-evaluation and evidence of the suitability of staff working in the nursery. The inspector also looked at children's learning records and sampled policies and procedures.
- The inspector took into account the views of parents, children and staff spoken to on the day.

### Inspector

Mr Luke Thomas Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

The management team has a robust knowledge of their legal responsibilities to meet the requirements of the early years foundation stage. The nursery premises are safe, secure and fit for purpose. Each room has been carefully planned to meet the learning and play needs of all children. Staff supervise children exceptionally well and are deployed effectively across the nursery. High adult-to-child ratios mean that children receive high-quality care and learning experiences. Risk assessments are robust. Staff carry out daily health and safety checks and know how to minimise potential hazards and risks in the environment. The arrangements for safeguarding are effective. All staff have a secure knowledge and understanding of how to keep children safe and free from harm. They know the referral procedure well and understand the correct steps to take should they become concerned about the professional conduct of a colleague. Overall, staff receive relevant support, guidance and coaching during supervision and appraisal meetings.

### Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Children display high levels of interest and their curiosity to learn is provoked by the highly stimulating and rich play environment. Older children become fascinated while searching for bugs outdoors. Babies splash in water and toddlers become enthralled while operating cause and effect toys. Staff attend a variety of training programmes which positively impact on outcomes for children. For example, a communication and language course has equipped staff with a greater understanding of how to support children's early speaking skills. This means that all children are confident and competent communicators. Children who speak English as an additional language and children who have special educational needs or disability are supported very well. They receive specialised support from a variety of professionals and robust intervention plans are regularly monitored and reviewed by the manager.

### Personal development, behaviour and welfare are good

Care practices are good across the nursery. Staff are allocated time to get to know children and their families during the settling-in period. This successfully supports children's physical and emotional well-being. Staff are highly supportive and provide children with meaningful praise and encouragement during their play. Staff are good role models and provide children with clear and consistent behavioural expectations. This means that children's behaviour is good. Staff hold appropriate first-aid qualifications and know how to respond to a number of different medical emergencies. Accidents and injuries are recorded effectively and are monitored closely by the management team.

### Outcomes for children are good

Children spend lots of time being physically active outdoors. They skilfully jump, climb and manoeuvre while using climbing apparatus. Older children articulately blend and segment the sounds of different words together and confidently write their name. They listen attentively to stories being read and become captivated while anticipating what will happen next. Children, including those in receipt of funding, make good progress in their learning and development and are well prepared for their move on to school.

## Setting details

<b>Unique reference number</b>	EY487786
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1052972
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	92
<b>Number of children on roll</b>	141
<b>Name of registered person</b>	Davyhulme Nursery Limited
<b>Registered person unique reference number</b>	RP534482
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 7467389

Davyhulme Nursery was registered in 2015. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above and two members of staff are unqualified. The nursery opens from Monday to Friday all year round, except over the Christmas period and bank holidays. Sessions are from 7am until 6pm. 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 who have special educational needs or disability.

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