

Mrs Nursery Childcare

18 Chester Way, Northwich, CW9 5JL



Inspection date

Previous inspection date

24 August 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager demonstrates a strong commitment to providing high-quality care and education. She uses her training and experience to help her to establish policies and procedures that promote children's progress and well-being effectively.
- Parents praise the individual care and attention that their children receive. They comment that nothing appears to be too much trouble. Parents report that children are always eager to enter the nursery when they arrive.
- Practitioners are courteous and cheerful role models and this helps to promote children's positive behaviour. They teach children to help each other and to take turns. As a result, children learn to respect and be kind to other people.
- Practitioners work in partnership with parents to establish starting points for children's learning. They accurately summarise children's achievements and regularly report these to parents. They encourage parents to continue their children's learning at home. This helps to promote children's good progress.
- Practitioners teach children to be independent and this helps them to be ready to start school.
- Well-established daily routines help to promote children's learning. For example, when children hear practitioners sing the sitting down song they know that it is group time. By the time the song has ended, children are seated and ready to listen.

It is not yet outstanding because:

- On occasions, adult-led activities for two-year-old children are not planned well enough to promote the rapid progress of every child who takes part.

What the setting needs to do to improve further

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

- strengthen the planning of adult-led activities for two-year-old children so that their experiences help to promote their rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's action plan and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The manager has an open and friendly approach and the nursery is welcoming. This means that practitioners feel valued and parents feel confident to discuss their children's care and learning. The manager evaluates the provision and takes action to improve it. For example, she has begun to establish systems for checking and collating the achievements of the children. She takes steps to ensure that no child or group of children fall behind. The manager ensures that children who have special educational needs or disability are fully included. Practitioners make the most of opportunities to extend their skills and knowledge. For example, they work in partnership with other professionals to meet children's individual learning and developmental needs. The manager coaches, supports and trains practitioners to improve their teaching. Safeguarding is effective. Practitioners know what they must do if they consider that a child is at risk of abuse or neglect.

Quality of teaching, learning and assessment is good

Children have time and space to explore freely and practitioners closely observe their play. As a result, practitioners know children's interests and what children need to learn next. Consistent routines help to consolidate and extend children's learning. For example, children enthusiastically choose props from the song bag at group time. They join in happily with the words and actions to favourite songs. Practitioners gradually extend the familiar repertoire of songs so that children hear, sing and remember more rhyming words and phrases. This helps to promote children's communication and early literacy. Younger children's physical coordination is promoted well when they paint stones. They hold the brush in one hand and the stone in the other as they apply the paint with increasing skill.

Personal development, behaviour and welfare are good

Relationships throughout the nursery are positive. Parents praise the daily exchange of information with their child's key person. This helps to promote continuity in children's care. Children become independent. For example, they learn to find their shoes and try hard to put them on themselves when they go out to play. Practitioners praise the things that children learn to do and this encourages them to keep on trying. Children learn good hygiene practices and how to keep themselves safe. For example, they always wash their hands before they eat and know that in hot weather they have to use sun cream and wear a sun hat. Children learn to make healthy choices in their diet. Practitioners keep children who are allergic to certain foods safe because they are vigilant in sharing important information about children with each other.

Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children can count and know some of the purposes of counting. They begin to link written letter shapes with the sounds they hear at the beginning of words. Children know that reading books is rewarding and pleasurable, and they listen carefully to stories. Children begin to know the names of the days of the week. Children know and follow familiar daily routines. They know the behaviour that is expected of them at different times of the day. Children feed themselves with increasing skill.

Setting details

Unique reference number	EY496542
Local authority	Cheshire West and Chester
Inspection number	1034576
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Mrs Nursery Holdings Limited
Registered person unique reference number	RP535255
Date of previous inspection	Not applicable
Telephone number	07984657911

Mrs Nursery Childcare was registered in 2015. The nursery employs five members of childcare staff. Of these, three hold an appropriate early years qualification at level 3 and one holds a level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery offers funded early education places for two-, three- and four-year-old children. It supports children who have special educational needs or disability.

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