

# Timperley Village Day Nursery LTD

264-266 Stockport Road, Timperley, ALTRINCHAM, Cheshire, WA15 7UT



## Inspection date

25 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders do not always ensure that personal information relating to children is stored appropriately to maintain confidentiality.
- Staff supervision is not sufficiently robust. These sessions are not used effectively to provide support for all staff to monitor and strengthen their practice, identify their training needs and improve their performance.
- Key persons are not always deployed effectively in the rooms where older children are based.
- Staff are not always successful in making sure parents are fully informed about plans for their children's future learning.
- Staff do not consistently model the correct use of language to fully support babies' speaking skills.

### It has the following strengths

- Well-qualified staff use their knowledge to provide a range of stimulating experiences indoors and outside to support children's progress. Activities are based on children's individual interests and capabilities. This helps them to be motivated and eager learners.
- Staff are friendly, warm and welcoming. The environment is organised well and children are able to make many choices in their play.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure that information relating to children is handled confidentially to protect their privacy	25/09/2016
■ develop the key-person system to ensure that key persons are always available to support older children	25/09/2016
■ implement effective support for staff to ensure that all staff receive the necessary support, coaching and training they need to further improve their performance and promote the interests of all children.	25/09/2016

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

- strengthen the arrangements for making sure that all parents are well informed about the plans for children's future learning
- develop the way that staff support babies' communication and language skills.

## 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 spoke to the provider, manager, staff, children and the local authority adviser at appropriate times during the inspection.
- The inspector held a meeting with the provider and manager and completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as children's learning records and planning. She looked at policies and procedures, self-evaluation, action plans and checked evidence of staff qualifications and suitability.
- The inspector took account of the views of parents through discussion and written documentation obtained prior to the inspection.

## Inspector

Layla Louise Davies

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff demonstrate a clear understanding of their responsibility to keep children safe. They are all trained in the procedures to follow if they have concerns about a child's welfare or the behaviour of an adult. Detailed policies and procedures are implemented well. However, some information relating to children's dietary requirements and allergies is displayed. This does not fully protect children's privacy. Staff are well qualified and experienced. However, they do not all benefit from effective supervision meetings to help them improve their performance. Self-evaluation includes the views of staff, children and parents. There are clear action plans in place and leaders are committed to adapt and improve. Parents comment that they are happy with the nursery and feel confident that their children are making progress. However, staff are not always successful in making sure parents are fully informed about plans for children's future learning.

### Quality of teaching, learning and assessment requires improvement

Babies delight in dressing up in favourite animal costumes, which contributes towards their self-care and independence. Staff encourage babies to make the roaring sounds of a tiger. However, occasionally staff fail to model the correct pronunciation of words. This does not consistently support babies' developing speaking skills. Toddlers delight in learning the names of dinosaurs. They capably control their bodies as they learn to conquer balancing equipment outdoors. They develop spacial awareness, confidently manoeuvring tricycles around the garden. Pre-school children make marks in a large tray filled with glitter, using various tools. They delight in making patterns and forming letters, which helps to support their writing skills. Staff follow children's lead as they take glitter outdoors to sprinkle on to the fairy garden. A favourite outdoor activity is experimenting in the mud kitchen. All children explore different textures and develop mathematical understanding while staff encourage them to count as they fill containers.

### Personal development, behaviour and welfare require improvement

Settling-in procedures are effective. Staff gather meaningful information from parents. They provide flexible sessions to help younger children to settle in and develop a sense of security with their key person. However, key persons are not always deployed effectively in the room for older children to fully support their care and learning. Staff give children clear messages to promote good behaviour and use effective strategies and resources, including a teddy bear. Children readily attend to their own personal care. Staff actively promote children's understanding of health and hygiene through activities and consistent daily routines.

### Outcomes for children require improvement

Overall, all children, including those who speak English as an additional language, children who have special educational needs or disability, and children in receipt of additional funding, make steady progress. They are generally ready for future learning and school. From an early age, children demonstrate that they are enthusiastic and confident learners. Older children count well, are articulate and develop social skills.

## Setting details

<b>Unique reference number</b>	EY482003
<b>Local authority</b>	Trafford
<b>Inspection number</b>	995109
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Timperley Village Day Nursery Limited
<b>Registered person unique reference number</b>	RP534024
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 980 4191

Timperley Village Day Nursery LTD was registered in 2014. The nursery employs seven members of childcare staff. Of these, one holds a recognised early years qualification at level 5, one holds level 4, and three hold level 3. The nursery opens Monday to Friday, from 7am to 6pm, all year round, except for public holidays and one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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