

# Best Friends Day Nursery

Abbey Gate School, Clare Avenue, Hoole, CHESTER, CH2 3HR



## Inspection date

Previous inspection date

19 December 2016

28 June 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
Effectiveness of the leadership and management	Good	2	
Quality of teaching, learning and assessment	Outstanding	1	
Personal development, behaviour and welfare	Outstanding	1	
Outcomes for children	Outstanding	1	

## Summary of key findings for parents

### This provision is outstanding

- Partnerships with parents are excellent. Staff are inspiring in the way they share information and work together. The successful involvement of parents in their children's learning and care makes sure that children's needs are quickly identified and met exceedingly well.
- The management team has built exemplary relationships with other professionals, agencies and local schools. These result in extremely well coordinated strategies that help to promote the excellent progress of children.
- Staff give exceptionally high priority to children's well-being. Settling-in arrangements are flexible and individual to children's and parents needs and interests. Children are extremely confident and self-assured in the nursery.
- Monitoring and evaluation of children is meticulous. Staff consistently use meticulous tracking. This ensures that groups of children and the characteristics of learning are being met significantly well. It is evident that the whole staff team is very committed to making sure children achieve at the highest level.
- The excellent key person approach helps children to build highly positive relationships with parents and children. Transition arrangements when moving rooms are exceedingly well managed by the children's key person. Parents are introduced to their child's new key person. They also give comprehensive information about the new routines and expectations for their child in their new room.
- Staff provide children with exciting challenges that help to extend their mathematical skills. Children eagerly identify shapes in their environment and use positional language exceptionally well when playing.

## **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 the programme of staff professional development, evaluating the impact of this on maintaining the excellent practice and seeking continuous improvement.

### **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 parents and children to gain their feedback.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery. Self-evaluation has been discussed.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

#### **Inspector**

Lesley Bott

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have an exceptional understanding of the procedures that they should follow if they have concerns about a child's welfare. Recruitment processes are rigorous and ensure staff are suitable to work with children. An additional safeguarding programme is included in the induction process, establishing a culture of vigilance in the staff team, helping to keep children safe. This significantly ensures staff's further understanding of their role and responsibility and also the role of the Local Authority Designated Officer. The management team fully understands the importance of continuing to evaluate practice. They make sure that staff actively contribute to professional development and attend relevant training to maintain the excellent outcomes already achieved for children. Leaders are keen to continue to enhance staff's practice even further and new plans are constantly being developed.

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

Children are extremely creative. They are eager to explore with textures and enjoy the feel of paint on their hands and arms. Younger children mix different coloured paint with ice cubes to create new colours. Staff use comprehensive observations extremely well to give children the highest appropriate challenge in activities and experiences. They plan inspirationally well for children's next steps and share the information with parents to ensure that children are provided with excellent consistency of learning. Staff in the baby room provide excellent support to children. They provide an inspiring environment with rich and varied resources for children to make rapid progress. Staff give the utmost priority to help increase children's vocabulary. Children are given time to listen, think and express themselves as they actively contribute to the activities.

### Personal development, behaviour and welfare are outstanding

Self-care and hygiene skills are exceedingly well promoted. Children know and understand the importance of regular handwashing and talk about washing germs away when they wash their hands. Staff ensure that good manners are routinely promoted and children's behaviour across the nursery is exemplary. Children share, take turns and are extremely respectful of others. They work outstandingly well together at tidy up time and during activities, working in small groups and pairs on special topics. Regular outings into the local community provide children with superb opportunities to look at the wider world. Children have first-class opportunities to extend their skills in an exceptionally well-resourced outdoor area. Children show excellent control and coordination as they climb, jump, scoot and run around the available space, managing risks independently.

### Outcomes for children are outstanding

All children make outstanding progress from their individual starting points, including those who receive the early years pupil premium. All children are developing excellent skills for their future learning and move on to school. Younger children quickly gain important skills, such as independence. They serve their own food at mealtimes and pour their own drinks. Children confidently change the visual timetable during the course of the day. This helps to show present and future activities as they plan their play.

## Setting details

<b>Unique reference number</b>	EY408273
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1065514
<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>	0 - 5
<b>Total number of places</b>	63
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Best Friends Day Nursery LLP
<b>Registered person unique reference number</b>	RP529677
<b>Date of previous inspection</b>	28 June 2013
<b>Telephone number</b>	01244 341057

Best Friends Day Nursery was registered in 2010. The nursery employs 22 members of childcare staff. Of these, 20 hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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