

Charlestown Private Day Nursery Ltd

Turner Lane, Ashton Under Lyne, Tameside, OL6 8LW



Inspection date	13 March 2017
Previous inspection date	20 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Staff are well qualified and use the information they obtain from observations well to assess what children can do and what they need to learn next. They plan challenging activities based on children's individual interests. Children are motivated and confident learners and make good progress in their learning.
- Children make good progress in relation to their starting points. Those who may need extra help in their learning are identified quickly and support is put in place to help ensure that they reach their full potential and achievement gaps are closing.
- The key-person system is well established and effective. Children develop close relationships with staff. They demonstrate high levels of confidence and a strong sense of emotional security that help to prepare them well in readiness for school.
- Staff are excellent role models and play alongside children to teach them how to share and take turns. Children develop a good understanding of behavioural expectations and the difference between right and wrong.
- Partnerships with local schools are strong. There are close working links which help to support children very well when they move from one setting to another.

It is not yet outstanding because:

- The manager does not use highly effective systems to regularly monitor the quality of teaching and learning, in order to ensure it is consistently improving to the highest level throughout the nursery.
- Occasionally, creative activities for babies and toddlers are too adult-led and focus on an end product rather than the learning that is taking place.

What the setting needs to do to improve further

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

- enhance the arrangements for monitoring staff performance that raise the quality of teaching to an outstanding level throughout the nursery
- extend opportunities for babies and toddlers to express and represent their own thoughts and ideas in order to further enhance their creativity and imagination.

Inspection activities

- The inspector had a tour of the premises.
- 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 staff and children throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as a sample of policies and procedures, children's learning records and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector took account of the views of a parent spoken to on the day of the inspection and from written feedback on questionnaires obtained by the manager.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge and understanding of child protection issues. They know what to do should they be concerned about the safety or welfare of a child or the behaviour of a member of staff. The manager completes staff deployment sheets to record the numbers of children and staff on site throughout the day. This ensures that adult-to-child ratio requirements are consistently met and children are well supervised at all times. Risk assessments are effective. Staff check toys and equipment on a daily basis to ensure they are clean, hygienic and safe for children to use. Parents are provided with a wealth of information about the nursery and are fully involved in children's learning. They contribute to children's assessments and are provided with activities and resources that help them to support children's learning at home. The manager supports staff to attend further training in order to help update their knowledge and skills. Staff regularly reflect on their practice and adapt the environment to meet the ever-changing needs and interests of the children.

Quality of teaching, learning and assessment is good

Staff provide babies and children with a wide range of opportunities to explore and investigate materials. This helps to promote children's exploratory skills and natural sense of curiosity. Older children squeal with excitement when they pretend to make vegetable soup in the play kitchen. They tell staff that, 'The pan is hot', and, 'It needs to go in the oven'. Children relish story times when staff tell stories with great enthusiasm. Children competently fill in the missing rhyming word at the end of each sentence and confidently tell staff what they think will happen next. This helps children to develop into confident communicators and promote good early literacy skills, in readiness for school. Children who speak English as an additional language are supported very well. Excellent partnership working with external professionals and agencies makes a significant contribution to ensuring that children who have special educational needs and/or disabilities are supported to optimum level.

Personal development, behaviour and welfare are good

Babies and children are happy and well settled in the nursery. Staff are sensitive and caring and respond quickly to children's care needs to ensure they remain comfortable and content. Staff recognise the facial expressions and body language that indicate when children are tired. Children sleep in cots, on mattresses on the floor or on cosy cushions, and staff ensure that they are safe and comfortable while they are asleep. The outdoor environment is a haven where children enjoy participating in physical exercise. Children proudly show off how they can move their bodies in different ways. For example, they run, jump, hop, weave in and out of objects and roll down hills with great skill.

Outcomes for children are good

All children make good progress based on their individual starting points. This includes children who have special educational needs and/or disabilities, those who speak English as an additional language and funded children. Children develop a range of skills that gives them a firm foundation for future learning and the move to school.

Setting details

Unique reference number	312298
Local authority	Tameside
Inspection number	1086261
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	140
Number of children on roll	200
Name of registered person	Charlestown Private Day Nursery Limited
Registered person unique reference number	RP901395
Date of previous inspection	20 March 2014
Telephone number	0161 343 2528

Charlestown Private Day Nursery Ltd opened in 1989. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays. The nursery employs 34 members of childcare staff, including the manager. Of these, one holds an appropriate early years qualification at level 6, two hold level 5, five hold level 4, 24 hold level 3, and one holds Early Years Professional Status. The nursery provides funded early education for two-, three- and four-year-old children.

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