

Great Sutton Day Nursery

Alvanley Road, Great Sutton, Ellesmere Port, Merseyside, CH66 3JZ



Inspection date

13 April 2017

Previous inspection date

8 April 2015

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

- Managers demonstrate their strong commitment to achieving the best outcomes for all children. They seek the views of parents, practitioners and children when they plan improvements. Enhancements to resources and activities help to promote children's good progress and emotional well-being.
- Partnerships with parents are a particular strength. Parents comment that the nursery feels homely and that the practitioners care about their children. Practitioners gather detailed information from parents about babies' preferences and daily routines. This helps babies to settle happily into the nursery.
- Children who have special educational needs and/or disabilities are supported well. Practitioners work in partnership with other professionals. They conscientiously implement plans agreed at multi-agency meetings.
- Practitioners make regular observations of children and overall plan activities that help them to take the next steps in their learning. They accurately assess and summarise children's progress in partnership with parents.

It is not yet outstanding because:

- The managers' supervision of practitioners' performance does not focus sharply enough on raising the quality of teaching to a higher level.
- On occasion, practitioners do not make sure that activities are planned as effectively as possible to encourage younger toddlers to listen and speak further.

What the setting needs to do to improve further

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

- build on the systems for assessing practitioners' performance and focus more sharply on helping them develop an expert knowledge of teaching and learning
- plan activities that help toddlers make even better progress in learning to listen and speak.

Inspection activities

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

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Everyone is involved in identifying targets for development and the planning for this is effective. Managers use collated assessment information to make improvements to the programme of activities. They noticed that practitioners were not making enough observations of pre-school children recalling familiar stories. They helped practitioners to introduce more opportunities to hear stories and talk about the sequence of events. This has helped to accelerate pre-school children's progress in communication and reading. Arrangements for safeguarding are effective. Practitioners know what they must do if they are concerned that a child may be at risk of abuse or neglect. Practitioners attend training that helps them to improve their knowledge and skills.

Quality of teaching, learning and assessment is good

Children eagerly join in with engaging activities. For example, practitioners bring eggs to nursery that hatch into chicks. Children watch with fascination as chicks emerge from the shells. They learn that they must be quiet and gentle when they handle the chicks. They watch them grow bigger each day until they must return them to the farm. This helps to promote children's understanding of the world. Children learn new words in the context of a real and meaningful experience. Practitioners frequently sing nursery rhymes with children. They use toys to help children choose rhymes and to remember the words. For example, when babies sing a traditional song about farm animals, practitioners help them to find the animal and remember the noise it makes.

Personal development, behaviour and welfare are good

Relationships between children and practitioners are warm and friendly. Consistent daily routines help to promote children's independence effectively. Practitioners help children to say what they would like to do now and what they will do next. This helps children to think about and express their own ideas and interests. Children are given more responsibility as they grow bigger and prepare to start school. For example, at lunchtime, pre-school children carefully fill cups of water and take them to other children at the tables. Practitioners help to promote children's positive behaviour and they learn to respect other people. Practitioners follow well-established policies and procedures that help to keep children safe. Children learn to make healthy choices. They know that they must put their coats on to keep their bodies warm when the weather is cold.

Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children who have special educational needs and/or disabilities make good progress from their starting points and gaps in attainment close steadily. Children can sit for increasing periods of time in adult-led groups. They listen attentively and can speak confidently. Children can count and they know some of the purposes of counting. They begin to recognise and write letters and numbers. Children know the words and actions to a wide range of songs and rhymes. They know that stories have a beginning, middle and end. Older children confidently go to the toilet by themselves. Children know why they must wash their hands before they eat and after they have touched the chicks.

Setting details

Unique reference number	EY261932
Local authority	Cheshire West and Chester
Inspection number	1091715
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 - 4
Total number of places	50
Number of children on roll	118
Name of registered person	Great Sutton Day Nursery Limited
Registered person unique reference number	RP535475
Date of previous inspection	8 April 2015
Telephone number	0151 348 0127

Great Sutton Day Nursery was registered in 2003. The nursery employs 22 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, 16 at level 3 and five at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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