

# Great Sankey Nursery

Busy Nought to Fives, Billington Close, Off Barrow Hall Lane, Great Sankey,  
Warrington, Cheshire, WA5 3TA



## Inspection date

Previous inspection date

17 July 2017

8 April 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Since the last inspection there have been a number of changes to staff and to the management team of the nursery. This has caused some instability and some inconsistency for children, and the previous good quality has not been sustained.
- The key-person system has not been consistent. This has a negative impact on staff's ability to consistently assess children's care and learning needs and to plan ways that help every child to make good progress, in partnership with their parents.
- Pre-school children sometimes spend too long sitting in large groups for adult-directed activities and some become bored and distracted.
- Opportunities for professional development are not broad or targeted to help staff continually improve the quality of their teaching.

### It has the following strengths

- The new manager has swiftly identified areas for improvement. This can be seen in clear action plans. She has made a good start, making well-considered changes.
- Children enjoy coming to nursery. Staff are caring and children interact and communicate confidently with those they are familiar with.
- Staff work closely with other professionals. They follow their guidance well to help them plan targeted interventions in order to support children who have special educational needs and/or disabilities.
- Children's independence is promoted well. All children develop some of the skills they need in readiness for school and their transitions are well supported.

## What the setting needs to do to improve further

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

### Due Date

- |   |            |
|---|------------|
| ■ take effective action to establish a consistent and effective key-person system that helps to ensure children's individual care and learning needs are known and met. | 17/09/2017 |
|---|------------|

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

- use the information gathered from observations to plan relevant and meaningful activities for all children that help them develop positive attitudes to learning and support their progress towards the early learning goals
- review the length of time children spend sitting in group activities and the way adult-led learning is organised, particularly in pre-school room
- enhance the opportunities for professional development and provide staff with a broad range of opportunities to improve the quality of their teaching and opportunities for learning.

## Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held discussions with the provider, area manager and nursery manager. She looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke with staff and children. She took account of the views of parents using the nursery's own records.

## Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The nursery has been through an unsettled time. This has had a negative impact on the quality of experience for children. Changes in the management team mean previous recommendations to drive improvement have not been fully implemented. However, new leaders are well qualified and experienced. The new manager has swiftly identified new priorities for improvement. Some changes are already underway, although it is too soon to assess their effectiveness. Staff have confidence in the manager's ability to support them to make effective changes. Safeguarding is effective. Staff have a sound knowledge of safeguarding issues and know what to do if they are concerned. While staff absences have led to inconsistencies for children, minimum required ratios have been maintained. The premises are safe and suitable, and risks are identified and minimised. Plans are underway to improve one of the outside play areas. Staff training has prioritised health and safety related issues, such as child protection and first aid. However, staff receive fewer opportunities that help them to improve the quality of teaching and learning.

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

Some children have had a number of changes of key person. This has limited the effectiveness of continuous assessment and planning to support their individual progress. Managers are not yet monitoring the progress of all groups of children, and staff struggle to use the current system to demonstrate how well they are improving outcomes for children. However, the new manager has already identified ways to improve the current monitoring of children's development to help better demonstrate the progress they make in each area of learning. Staff make good use of the indoor and outdoor play spaces to provide activities for all children. Children are provided with some interesting play experiences which encourage exploring and investigation. In pre-school, however, the current planning of routines and activities is not consistently underpinned by good teaching, which helps to motivate individual children's learning.

### Personal development, behaviour and welfare require improvement

Despite the number of staff changes some children have experienced, they explore happily and interact with adults they are familiar with. Children enjoy play with special friends. They are appropriately supervised and staff are safely deployed. Behaviour is mostly good. Staff have high expectations and give appropriate explanations which help children understand what is expected of them. Staff work well with local schools to help ensure children's needs continue to be met.

### Outcomes for children require improvement

Despite not having robust evidence to demonstrate how staff have enabled children to make progress, children are developing some of the key skills needed for school. They are learning to follow consistent routines. Children enjoy taking part in action songs and activities which promote their language development. Some of the most able children listen well and are learning the letter sounds associated with their names.

## Setting details

<b>Unique reference number</b>	EY266317
<b>Local authority</b>	Warrington
<b>Inspection number</b>	1108403
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	129
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Busy Nought to Fives Limited
<b>Registered person unique reference number</b>	RP906936
<b>Date of previous inspection</b>	8 April 2016
<b>Telephone number</b>	01925 790655

Great Sankey Nursery registered in 2003. It is one of a number of settings operated by Busy Nought to Fives Limited. The nursery employs 12 members of childcare staff. Of these, one holds early years professional status and nine hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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