

# Washway Road Day Nursery

266 Washway Road, Sale, Cheshire, M33 4RZ



## Inspection date

24 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Leaders and managers are relentless in their drive to ensure that all children achieve their best. They have created a staff team which wholeheartedly shares its vision of helping children to flourish through high-quality play and learning experiences.
- Staff are highly skilled in teaching mathematics. They use expert techniques to introduce number, shape and measurement. Children are competent mathematicians who skilfully discuss capacity and confidently describe the properties of two-dimensional shapes during their play.
- Respect, tolerance and acceptance are evident throughout this busy and vibrant nursery. Everywhere you look children are immersed in learning and their laughter fills the air. They have a strong sense of belonging and behave very well.
- Partnership working is good. Parents are overwhelmingly supportive of the nursery and say that they are well informed about the progress their children make. Links with the local authority, primary school and external childcare professionals are secure.

### It is not yet outstanding because:

- The management team closely tracks the progress of individual children but does not yet consistently review the progress made by different groups of children. Therefore, they do not always have the best possible information available to target precise interventions when these are required.
- Systems for monitoring the performance of staff are not rigorous enough to raise the good quality of practice to an outstanding level.

## What the setting needs to do to improve further

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

- enhance the analysis of children's assessment to track and monitor the progress of a range of different groups, in order to target any specific interventions even more precisely
- sharpen the focus of monitoring procedures for staff to raise the already good quality of practice to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the management team.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments from parents.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation. The inspector discussed the nursery's planning, policies and procedures, and self-evaluation.

### Inspector

Luke Thomas Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. They know the referral procedure well and fully understand what to do if they have a concern about the conduct of a colleague. The support in place for children who have a special educational needs and/or disabilities and children who speak English as an additional language is good. Robust intervention plans, external professional support and close monitoring ensure all children make good progress. Staff receive perceptive support and coaching during supervision sessions and are set targets during appraisal meetings. They attend a variety of training programmes which has a positive impact on outcomes for children. For example, a recent communication and language course has provided staff with a greater understanding of how to support younger children's speaking and listening skills through imaginative play. Self-evaluation is good. Improvement plans are sharply focused and include the views of parents, children and staff.

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

Good teaching, personalised learning experiences and close monitoring of children's progress enable all children to make good progress towards the early learning goals. Staff know children very well and fully understand how to keep them motivated and interested to learn. They use good methods to get children to think about why things happen and how things work. For example, older children are provided with opportunities to build small-scale models of iconic buildings and are challenged with thought-provoking questions, such as why the Tower of London is so tall. Children relish these opportunities and engage in articulate discussions about the building materials used to erect different types of buildings. Babies become enthralled while painting and giggle with delight while participating in singing songs. Toddlers excitedly splash in water and become fascinated while exploring dough. Pre-school children write their names, participate in French lessons and skilfully play tennis and football with staff.

### Personal development, behaviour and welfare are good

Care practices are good. Staff are caring and place high priority on supporting children's physical and emotional well-being. Children are self-confident, resilient and self-motivated individuals who are keen to take on new challenges. They have good independence and understand the importance of keeping themselves safe. For example, older children remind one another not to use the low-level climbing apparatus outdoors when it is wet. Staff teach children very well about healthy living and provide them with healthy foods.

### Outcomes for children are good

Children are well-rounded individuals who have a deep understanding of the diverse community they belong to. They are capable individuals who are well prepared for their next steps in learning, including their eventual move to school. Younger children eagerly explore gloop and older children competently decode words and write their names.

## Setting details

<b>Unique reference number</b>	EY492924
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1032147
<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 - 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Clare Garforth
<b>Registered person unique reference number</b>	RP909525
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01619695041

Washway Road Day Nursery registered in 2015. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. 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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