

# Sylvan Court Day Nursery

9 Farm Lane, Worsley, Manchester, M28 2PU



<b>Inspection date</b>	18 January 2018
Previous inspection date	24 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The dedicated manager, ably supported by her senior leadership team, has an unwavering commitment to raising the standards of care and education across the nursery. They aspire to be outstanding and have distilled a culture of only the best is good enough.
- Children thoroughly enjoy their time at this busy, vibrant and good-quality nursery. Staff plan a wide range of fun, interesting and challenging learning experiences which keeps children interested and motivated to learn. Children make good gains towards the early learning goals and are well prepared for their eventual move on to school.
- Staff are highly skilled in teaching children the mechanics of early of writing. They use innovative ways, such as using large feathers, ink and glitter, to encourage children to form recognisable letters. Children confidently write for different purposes and relish opportunities to blend, segment and decode challenging words.
- Children are polite, courteous and respectful individuals. They behave very well and show high levels of self-confidence and motivation. They are astute to similarities and differences beyond their own experiences and have a deep understanding of the diverse community they belong to.

### It is not yet outstanding because:

- The management team does not effectively monitor or evaluate the impact government funding has on progress and outcomes for children.
- Staff do not provide further opportunities to promote children's good understanding of recognising numbers and counting during their play and learning.

## What the setting needs to do to improve further

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

- strengthen tracking arrangements for evaluating the impact government funding has on outcomes for children across the areas of learning
- provide more opportunities for older children to further develop their counting and number recognition skills during their play and learning.

### 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 with staff and children during the inspection.
- The inspector spoke with a number of parents during the inspection and took account of their views.
- The inspector held a meeting with the manager of the setting. He looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector completed a joint observation with the manager.

### Inspector

Luke Thomas Heaney

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are astute to the possible signs, symptoms and indicators of abuse and neglect. They are aware of wider safeguarding concerns and know the referral procedure well. Robust risk assessments are in place and all areas of the premises are safe, secure and fit for purpose. Staff are deployed well and supervise children with great vigilance. Staff receive good levels of coaching and support during supervision sessions and appraisal meetings. Staff attend an array of training programmes which has a positive impact on outcomes for children. For example, a recent course around social and emotional development has equipped staff with a greater understanding of how to support children's feelings and emotional expression through role play. Partnership working is strong. Links with the primary school, external childcare professionals and local community are good. Parents receive updates about their children's developmental progress, along with regular newsletters. Self-evaluation is good and improvement plans are sharply focused. Rigorous systems are in place for dealing and responding with complaints. The manager carries out comprehensive investigations, and complainants receive a detailed summary of the findings and action taken by staff.

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

Good teaching, first-hand experiences and robust intervention plans help all children to make good progress. Staff have a secure knowledge of child development and use this well to provide children with exciting learning experiences. Children's laughter fills the air of this good-quality nursery and in all areas children are immersed in deep play. Overall, observation, assessment and planning arrangements are good. Staff support children to become competent communicators, skilful readers and good problem solvers. Children confidently enact sequences from their favourite stories and articulately discuss the different parts of a book. Babies become fascinated while exploring musical instruments and giggle with delight while looking into low-level mirrors. Younger children become captivated while looking at photographs of vehicles and delight while playing in sand. Older children become enthralled searching for hidden treasure outdoors and show high levels of perseverance while completing challenging computer programs and puzzles.

### Personal development, behaviour and welfare are good

Care practices are good. Staff are loving, empathetic and provide children with reassuring hugs and cuddles. Children's emotional and physical well-being are given high priority and staff are allocated time to bond with children during the settling-in period. Children work well together and develop strong friendships. They share toys, help one another to put their coats on and discuss the importance of healthy eating and good oral hygiene.

### Outcomes for children are good

Children are highly capable, resilient and independent individuals. They have a positive attitude towards their learning and are not satisfied until a task or challenge is complete. They relish roles of responsibility and show genuine care towards each other.

## Setting details

<b>Unique reference number</b>	EY224651
<b>Local authority</b>	Salford
<b>Inspection number</b>	1087874
<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>	1 - 4
<b>Total number of places</b>	51
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Sylvan Court Day Nursery Ltd
<b>Registered person unique reference number</b>	RP524906
<b>Date of previous inspection</b>	24 June 2014
<b>Telephone number</b>	0161 794 6688

Sylvan Court Day Nursery registered in 2002. The nursery employs 13 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, with the exception of bank holidays. 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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