

# ABC Day Nursery

Onward Street, Hyde, Cheshire, SK14 1HW



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 5 February 2018 |
| Previous inspection date | Not applicable  |

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

- Managers and practitioners are consistently caring and friendly. They demonstrate a strong commitment to achieving the best outcomes for children. Parents feel well informed about children's daily care and activities. They say that children look forward to attending the happy, welcoming nursery. Children make good progress.
- Practitioners observe children's learning and accurately summarise their achievements. Key persons share information effectively when children move into new rooms and when they start school. This helps to promote continuity in children's care and learning.
- Practitioners gather information from parents before children attend the nursery. The information helps them to establish starting points for children's learning. Children settle quickly because practitioners know their individual needs and preferences.
- Children learn to make choices that help to promote their long-term welfare. For example, they wear coats to keep them healthy and warm when the weather is cold. They eat a balanced diet and learn why this is important. They find out about growing food to eat. For example, older children know that peas need water and light to grow.

### It is not yet outstanding because:

- Although managers regularly monitor the performance of practitioners, they do not focus sharply enough on raising the quality of teaching to an exceptional level.
- Practitioners sometimes do not plan group activities well enough to challenge every child who participates to the highest possible level.

## What the setting needs to do to improve further

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

- strengthen the monitoring of the performance of practitioners and focus more sharply on helping them to raise the quality of teaching to the highest possible level
- sharpen the planning of group activities so that every child is challenged to the highest possible level and makes rapid progress.

### 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 to practitioners and children during the inspection.
- The inspector completed two joint observations with the manager and one of the deputy managers.
- The inspector held a meeting with the manager and the two deputy managers. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

Managers continually seek to learn and improve, making them good role models for the team. Practitioners implement what they learn at training. For example, they attend training about communication and language development, helping them to ask questions more skilfully. As a result, children make better progress in learning to ask and answer questions. Safeguarding is effective. Practitioners know what they must do if they are concerned that a child may be at risk of harm. Recruitment is safely managed. Managers assess and minimise risks to children. For example, children calmly follow a well-established routine when they go up and down the stairs.

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

Practitioners understand how children learn. They interact playfully with children and plan interesting activities. For example, older children look closely at models of small animals. They notice and talk about similarities and differences. They learn to understand and use new words, such as 'millipede' and 'describe', because the context is meaningful. This helps to promote children's early literacy skills well. Children have time and opportunities to explore and investigate in their play. For example, younger children concentrate hard and use both hands together to form modelling dough into long and round shapes. This helps to promote their coordination and physical development.

### Personal development, behaviour and welfare are good

Children are eager learners who demonstrate that they feel secure in the company of the well-qualified practitioners. Practitioners carefully follow robust policies and procedures that help to keep children safe. For example, children know that they must wash their hands before they eat. Children develop independence. For example, they help to serve food and pour drinks. Children know that they must take turns when they participate in conversations and activities. This helps them to learn to be patient and to respect other people. Children play in the fresh air for part of each day. This helps to promote their physical well-being and they gain experience of the changing weather and seasons.

### Outcomes for children are good

Children acquire the skills and knowledge that prepare them well to start school. Managers use additional funding effectively to support children whose starting points are below those of other children the same age. Gaps in attainment close steadily. Children count and use numbers during routines and activities. For example, they say numbers in sequence to 10 when they play hide and seek outside. Children can put their coats on and begin to fasten buttons and zips. Children demonstrate their developing understanding of the world. For example, older children ably assume the roles of hairdressers and customers when they join in with role play.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY494847  |
| <b>Local authority</b>                           | Tameside  |
| <b>Inspection number</b>                         | 1029931   |
| <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 - 4   |
| <b>Total number of places</b>                    | 75  |
| <b>Number of children on roll</b>                | 65  |
| <b>Name of registered person</b>                 | ABC Hyde Limited  |
| <b>Registered person unique reference number</b> | RP534985  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 01616376575   |

ABC Day Nursery registered in 2015. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 6, eight hold qualifications at level 3 and two hold qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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