

Thorley Day Nursery

101 Thorley Lane, Timperley, ALTRINCHAM, Cheshire, WA15 7AL



Inspection date

6 June 2018

Previous inspection date

5 February 2013

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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The nursery is highly stimulating, homely and calm. All children and families are welcomed, respected and valued. Children have built up very strong attachments with staff and their emotional well-being is exceptionally well supported at all times.
- Staff make excellent use of behaviour management training to implement clear and consistent strategies. Parents attend training evenings delivered by the nursery to help them to provide a consistent approach at home. Children's behaviour is excellent. They are confident, thoughtful and enjoy positive interactions with other children.
- Children are self-motivated to be independent from a young age. For example, they confidently attend to their own personal care and help to serve meals and pour drinks.
- The highly-qualified manager works alongside staff daily and acts as an excellent role model. She has very high expectations for the quality of the nursery and drives forward improvements on a continual basis. Parents', staff's and children's views are all considered and they contribute to plans for future developments.
- Staff successfully work in partnership with parents. They share a good two-way flow of information regarding children's development. The nursery offers parents a wealth of information and ideas to help them to extend children's learning at home. This shared approach contributes to the consistently good rates of progress that children make.

It is not yet outstanding because:

- Overall, the quality of teaching is good. However, at times, during planned activities for older children, staff do not make the most of all opportunities to extend children's learning and challenge them even further.

What the setting needs to do to improve further

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

- strengthen the teaching during planned activities to offer children more challenge and to help them make even greater progress in their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities and free play indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the nursery manager and jointly evaluated the teaching.
- The inspector held a number of discussions with the nursery manager. She held a meeting with a local authority adviser. She viewed a range of documents and checked evidence of the suitability of staff working on the premises.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents on the day of the inspection, both in person and over the telephone. She viewed written feedback provided on the day of the inspection and prior to the inspection and she took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of child protection policies and procedures. Staff are deployed well and ratios are maintained at all times. The manager monitors the quality of staff practice in a range of effective ways. For example, she digitally records staff interactions with children and together they evaluate the teaching. This helps staff to reflect on their own practice. Staff benefit from regular one-to-one sessions with the manager. She works alongside staff, coaching and mentoring them using her experience, skills and knowledge. The manager implements systems for the safe recruitment of staff and she checks their ongoing suitability. Policies and procedures are shared with parents, including procedures for raising concerns if required.

Quality of teaching, learning and assessment is good

The manager has good systems in place to monitor children's progress and identify any gaps in children's learning. Together with staff, they use the information to plan and target areas that children require more support. For example, upon identifying mathematics as an area to develop. She worked with staff to focus more on mathematics. This has had a positive impact on children's learning. Staff working with younger children support their speaking skills. They engage children in singing sessions. Staff recognise children's cues, such as rocking, as an indication of what they want to sing next. Children join in with the actions and familiar words. Staff working with two-year-old children engage them in playing with dough. They use a range of objects, such as a potato masher to make patterns. This helps children to develop physical skills in readiness for early writing. Staff working with three- and four-year-old children engage them in letter games. Staff support children to recognise letters and match them to the letter on their card. Once they have all the letters, staff blend the sounds together and children recognise words, such as 'tent'. This helps to support children's early literacy skills.

Personal development, behaviour and welfare are outstanding

There is a strong focus on developing children's understanding of feelings from a young age. For example, as children arrive at nursery they use age-appropriate systems to express how they are feeling that day. Older children have offered ideas to extend the range of feelings and have added words, such as 'brave' and 'proud'. Children's physical well-being is very well supported. All children are eager to engage in positive hygiene routines. They demonstrate an excellent understanding of healthy foods and the affect they have on their bodies. For example, they comment that eating fish helps their brains.

Outcomes for children are good

All children make good progress and are developing the skills they will need for school. Young children persevere during play. They concentrate as they attempt to twist a small spinning toy with their finger and thumb and demonstrate good small-muscle skills. Older children demonstrate good listening and attention skills and are not easily distracted.

Setting details

Unique reference number	EY391817
Local authority	Trafford
Inspection number	1065362
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	22
Number of children on roll	35
Name of registered person	Thorley Day Nursery Limited
Registered person unique reference number	RP528896
Date of previous inspection	5 February 2013
Telephone number	0161 903 9245

Thorley Day Nursery re-registered in 2009. The nursery employs nine members of childcare staff. Of these, the provider holds qualified teacher status, the manager holds early years professional status, one member of staff holds an appropriate early years qualification at level 5, five hold an appropriate early years qualification at level 3 and one member of staff holds an appropriate early years qualification at level 2. The nursery is open Monday to Friday 8am until 6pm, all year round with the exception of bank holidays. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who have special educational needs and/or disabilities.

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