

Knutsford Day Nursery Ltd

The Old Library, Brook Street, KNUTSFORD, Cheshire WA16 8BN



Inspection date	4 October 2018
Previous inspection date	14 August 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Parents comment that staff are very supportive to children and families. They report that staff are professional and caring. They suggest this has helped their children to settle quickly and make good progress during their time at the nursery.
- Leaders and managers have implemented effective systems that monitor and enhance the quality of the nursery. They have made successful changes since the last inspection to ensure children have a wide range of experiences in the outdoor space.
- Staff place children's interests and ideas at the centre of their planning. They use children's interests to inform planned activities and provide families with many examples of how to support further learning at home.
- Staff effectively support children who speak English as an additional language. For example, they learn key phrases from children's home languages and use them to help children to settle.
- Children's behaviour is very good. Staff very successfully encourage children to be considerate of one another. Staff are excellent role models and they give children clear and consistent messages about acceptable behaviour.

It is not yet outstanding because:

- At times, staff do not always consider how children of different ages can be fully involved when taking part in planned activities together.
- Although assessments are good overall, information is sometimes not used effectively to identify specific next steps in children's learning.

What the setting needs to do to improve further

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

- review and enhance arrangements for large-group activities to more effectively consider how to enable younger and less-confident children to fully join in
- strengthen assessment arrangements so they are precisely focused on what children need to learn next.

Inspection activities

- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector spoke with some parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager.
- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector held a meeting with the senior managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector
Alison Hobbs

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Leaders and staff share a clear understanding of the procedures to follow if they have concerns about a child's welfare or development. Staff attend regular training to help keep their knowledge up to date on all aspects of current safeguarding issues. Staff carry out robust risk assessments to identify and remove the risk of potential hazards to children. Staff encourage older children to recognise dangers and consider their safety and that of others. For example, older children consider risk and space as they climb up a climbing frame and slide back down using a firemans' pole. Leaders monitor staff teaching with observations and they work directly with children and staff in the nursery rooms, on a regular basis. This ongoing coaching supports staff and promotes a consistently good quality of teaching.

Quality of teaching, learning and assessment is good

Staff work with parents to gather information about children's interests and what they can already do, when they start at the nursery. Staff skilfully build on children's interests. For example, children who enjoy playing with a toy vacuum, go on to help vacuum the room to help staff to tidy away. Staff provide skilful questions to extend children's learning. For instance, during a baking activity staff ask children to predict what will happen as ingredients are added to the mixture. Staff model mathematical concepts and language very well. For example, staff encourage children to count and recognise numbers as they play and provide interesting resources to help them to sort and create their own number problems.

Personal development, behaviour and welfare are good

Staff know the children well and provide stimulating environments that help children to engage quickly into play. Children are well supported to develop curiosity and test out their ideas. For example, children enthusiastically make a wide range of marks using a range of tools and talk about the marks they make. This helps to promote children's literacy skills. Staff help children to develop empathy for others and play cooperatively and they manage any minor conflicts sensitively. Transition meetings are completed as children move between rooms and summary reports are sent to primary schools. Children are provided with a wide range of activities to help prepare them for the move to school. As a result, children are emotionally prepared for their next stage of learning.

Outcomes for children are good

Children have a positive attitude towards learning and make good progress from their starting points. Children are curious and keen to explore. For example, younger children eagerly use their senses to investigate materials, such as shredded paper and fabric. Children quickly learn good hygiene practices and they are encouraged to consider healthy food options. For example, children know to wash their hands in preparation for their lunch. Children are developing skills required for the eventual move to school.

Setting details

Unique reference number	EY315231
Local authority	Cheshire East
Inspection number	1104404
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 5
Total number of places	64
Number of children on roll	61
Name of registered person	Knutsford Day Nursery Limited
Registered person unique reference number	RP907484
Date of previous inspection	14 August 2014
Telephone number	01565 653147

Knutsford Day Nursery Ltd registered in 2005. The nursery opens five days a week from 7.30am until 7pm, all year round, except for bank holidays and one week at Christmas. There are currently 13 staff working directly with children, 11 of whom hold an appropriate early years qualification. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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