

# Sir Leslie Martin Day Nursery

Bradburns Lane, Hartford, Northwich, Cheshire CW8 1LU



## Inspection date

2 October 2018

Previous inspection date

30 November 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- The nursery offers a vibrant and welcoming environment with an exceptional array of stimulating and interesting activities that encourages children to learn as they play.
- Managers and staff have developed first-class partnerships with parents which ensure an excellent exchange of information about children. This promotes children's learning at the highest level.
- Leadership is exemplary. Managers continuously look for ways to improve the nursery through in-depth self-evaluation that includes the views of staff and parents.
- Managers have implemented a culture of professional development and support for staff that enables them to provide the best quality of experiences for children.
- A highly effective key-person system is in place and children form strong attachments to staff. The excellent child-centred approach means that children make tremendous progress in developing confidence and independence.
- Managers have made tremendous efforts to form links within the local community. The church, school, small businesses and other professionals give their time to support children's learning. As a result, children have the most extensive learning opportunities, inside and outside of the nursery.

## What the setting needs to do to improve further

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

- continue to implement the already excellent monitoring of children's progress and evaluate the effectiveness of new planning strategies on outcomes for children.

### Inspection activities

- The inspector carried out a tour of the nursery to check suitability.
- The inspector observed activities throughout the nursery and spoke to children.
- The inspector examined several key documents, including a selection of policies, children's assessment records and evidence of staff suitability and training.
- The inspector held meetings with the manager and carried out a joint observation of an adult-led activity. The inspector talked to staff working in each area of the nursery.
- The inspector took account of the views of parents spoken to on the day of inspection as well as views expressed via email to the inspector.

### Inspector

Mary Hacking

## Inspection findings

### Effectiveness of leadership and management is outstanding

Managers have the highest aspirations for quality. Their constant reviewing of staff practice means that quality is always being enhanced. Managers are excellent role models and lead by example. They incite passion and enthusiasm in staff which, along with many training opportunities, has had the utmost impact on quality of teaching. Managers and staff are dynamic in their approach to the planning and tracking of children's progress and recognise that this is an area that they can develop even further. They test out planning methods for accuracy and clarity, displaying them so that parents understand and can contribute. Managers devise imaginative projects to inspire parents and involve them in many aspects of nursery life. Parents take part in competitions and have their own parents' zone. Staff are vigilant and aware of how to keep children safe. They know the procedures to follow if they have any concerns. Safeguarding is effective.

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

Staff evaluate and monitor the progress of each child most effectively. They meticulously note each child's interests then provide stimulating resources and activities that support children to reach their potential. For example, children involve their favourite toy in an activity to promote mathematics. As a result, they are highly motivated and become active learners. Staff set clear learning objectives to swiftly move children on. Children demonstrate what they have learnt as they discuss which fruits grow on trees or bushes. Staff ignite children's interests further by asking them to guess and describe the seeds of each fruit. Staff liaise with parents to complete the progress check for children aged between two and three years. Parents share results with the health visitor to compare with the child's health check. This gives a full and clear picture of children's development.

### Personal development, behaviour and welfare are outstanding

Managers and staff place a very high priority on ensuring children have a successful introduction to the nursery. Their procedures for settling in children mean that every child's individual needs are completely known and are met. Staff ensure that children make choices to develop their independence and self-care. For example, children choose to have quiet time upstairs in the superb cosy area or join in with exciting activities and puzzles in the activity room. They pour their own milk and clean their own hands with support from staff where needed. Staff model good manners and behaviour and children wait patiently until everyone is served their lunch before they start eating. Staff use nappy changing as an opportunity to chat to children and they give them lots of eye contact. They show the utmost level of sensitivity when supporting children with their self-care skills.

### Outcomes for children are outstanding

Children make excellent progress from their starting point and are confident and sociable. They are becoming independent, can follow simple rules and show care and respect for others. The wide range of learning experiences available to children means that they sustain their motivation to learn and are very well prepared to move on to school.

## Setting details

<b>Unique reference number</b>	EY276594
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10062172
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Thompson, Alison Lynn
<b>Registered person unique reference number</b>	RP512844
<b>Date of previous inspection</b>	30 November 2015
<b>Telephone number</b>	01606 871271

Sir Leslie Martin Day Nursery registered in 2003. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications, including one at level 4 and the remainder at levels 3 and 2. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

