

Simply Cherish Day Nursery

77 Alexandra Road South, MANCHESTER M16 8GJ



Inspection date	24 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The management team promotes a culture of reflective practice to improve continually the quality of provision and outcomes for children. It seeks the views of parents, staff and children when making changes to the nursery. Furthermore, the team works closely with the local authority and responds swiftly to its guidance.
- Children who have special educational needs (SEN) and/or disabilities receive close care and support from their key person and from the management team. For example, there are tailored education plans in place and regular information is shared with parents and professionals.
- Effective supervision arrangements and ongoing professional development programmes help staff to improve their knowledge and skills. The management team uses relevant information to arrange training for staff. For example, there is a current focus on enhancing support for children's early speech and language skills.
- Staff keep parents informed about their children's care and learning. They provide information and resources to help parents to support children's learning at home. For example, they have established a lending library to encourage children's enjoyment of books at home.
- Children are motivated and excited to join in with the wide range of activities available. They show good curiosity and interest as they explore a stimulating variety of resources.

It is not yet outstanding because:

- Occasionally, staff do not provide enough opportunities to extend the level of challenge and enhance children's learning even further.
- Staff do not fully promote children's home languages and cultures during their play to give them a wider and more meaningful understanding of diversity.

What the setting needs to do to improve further

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

- strengthen the good quality of teaching to extend the level of challenge in learning and raise outcomes for children even further
- increase opportunities for children to explore their home languages and cultures to enhance a wider and more meaningful understanding of diversity.

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 carried out joint observations with the manager and discussed these together.
- The inspector spoke to some parents and took account of their views, including written feedback.
- The inspector looked at children's records and a range of other documentation, including policies, action plans and evidence of the suitability of all adults working on the premises.
- The inspector held meetings with the management team.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know how to identify a child who may be at risk of harm and know the correct procedures to report safeguarding concerns. The management team ensures robust risk assessments maintain a safe environment for children to play and learn. Overall, the deployment of staff meets the needs of children suitably well. There are good systems for the recruitment, induction and supervision of staff. New staff receive a full induction process and all staff receive ongoing mentoring from the management team. Managers observe staff regularly and give them constructive feedback to help them strengthen their practice. The management team and staff work well as a team and build good links with other providers, such as schools. For example, staff send children's progress reports to relevant primary schools and invite teachers to visit the nursery. There is effective support for children as they transition into new rooms and eventually to school.

Quality of teaching, learning and assessment is good

Overall, the quality of teaching is good. Staff use their knowledge of children's learning to plan for their next steps in learning. They include children's interests and preferences for learning. Staff ensure the learning environment is inviting and resources are accessible to children. Children thoroughly enjoy various types of sensory play. For example, they explore pumpkins and the autumn objects collected from their nature walks at nursery and with their parents. Staff read stories to children with wonderful expression, which captivates their interest. Older children enjoy using their creative skills to make their 'clay monsters' for Halloween. Babies enjoy listening to songs and receive close attentive care from staff.

Personal development, behaviour and welfare are good

Children are happy, settled and build good relationships with staff. Staff are enthusiastic and friendly. They provide children with praise, reassurance and encourage their self-confidence. Children gain independence and begin to manage some of their own needs as they get older. Staff help children to learn how to behave well. For example, they use reward charts and teach them the importance of respecting and caring for others. Children thoroughly enjoy outdoor play. They use the climbing equipment to take safe risks. Staff encourage children's interest in the mud kitchen as they pretend to make dinner.

Outcomes for children are good

Overall, children develop important skills for the next stages in their learning. They are motivated to learn and often lead their own learning. Older children look forward to undertaking manageable responsibilities, such as tidying up and being nominated as helpers for the day. They proudly serve their own lunch and practise good hygiene, such as washing their hands. Children learn well together. For example they help each other with suggestions when using a phonics computer program.

Setting details

Unique reference number	EY539268
Local authority	Manchester
Inspection number	10077286
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	56
Number of children on roll	78
Name of registered person	Simply Cherish Day Nursery Ltd.
Registered person unique reference number	RP539229
Date of previous inspection	Not applicable
Telephone number	0161 860 0864

Simply Cherish Day Nursery registered in 2016. The nursery employs 24 members of childcare staff, 19 of whom hold appropriate qualifications ranging from level 2 to level 7. Of these, three staff hold a level 2 qualification, 12 staff hold a level 3 qualification, two staff hold a level 4 qualification, and two staff hold a level 6 and level 7 qualification respectively. The nursery opens 51 weeks per year and is closed between Christmas and New Year. The nursery operates Monday to Friday from 7.30am until 6pm.

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