

# Clockwork Day Nursery

Queen Street, Ashton Under Lyne, Greater Manchester OL6 6NW



<b>Inspection date</b>	11 March 2019
Previous inspection date	2 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

### This provision is good

- Managers and practitioners demonstrate a strong commitment to helping every child to thrive and achieve well. Partnerships with other professionals are a particular strength of the provision. Practitioners take close account of multi-agency plans and specialist advice. They implement individual programmes for children with special educational needs and/or disabilities (SEND).
- Parents say that they feel welcome in the nursery. They praise the well-established procedure for gathering information about children's individual care routines and development before they attend the nursery. Parents say that this helps children to settle in quickly. Parents feel supported and encouraged to continue children's learning at home.
- Managers help practitioners to establish consistent routines across the nursery. This is exemplified really well by one of the routines that all children follow at group time. Every child knows that they must collect a little mat to sit on. The simple routine helps children to be ready to participate in adult-led and group activities.
- Managers regularly monitor the performance of the well-qualified practitioners. For instance, they observe practitioners teaching. However, plans to help individual practitioners to improve, do not focus sharply enough on raising the quality of teaching to exceptional levels.
- Practitioners make observations of children's learning and progress. However, some practitioners do not always use information from observations really effectively to identify what children need to learn next.

## 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 level
- make the most of what is known about individual children's knowledge and skills, so that teaching focuses even more precisely on what they need to learn next.

### 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 spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector had a tour of the nursery with the nursery manager. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owner and the nursery manager. She looked at relevant documentation and checked evidence of the suitability of practitioners working in the nursery and the out-of-school club.

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of leadership and management is good

Leaders and managers evaluate the provision and plan improvements. For example, managers wanted to support parents to promote children's early reading at home even more effectively. They held an information workshop. This helped parents to understand what children need to know and be able to do, before they begin to read. Safeguarding is effective. All required policies and procedures, including for complaints, are in place. Practitioners know what they must do if they are concerned that a child may be at risk of harm. Managers follow robust recruitment and vetting procedures. They regularly check that practitioners remain suitable to work with children.

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

Practitioners make effective use of familiar stories when they plan activities. This is exemplified when pre-school children recall the sequence of events in 'The Very Hungry Caterpillar'. They think hard to remember interesting words, such as cocoon, to describe the changes to the caterpillar. Children's awareness of the initial sounds of words is enhanced by hearing and saying alliterative phrases, such as 'beautiful butterfly'. In a further example, toddlers join in happily with repeated sentences when practitioners read 'Dear Zoo' to them. They begin to understand relative size because, for example, they talk about the elephant in the story being 'too big'. Practitioners make accurate assessments of children's good progress and share them with parents.

### Personal development, behaviour and welfare are good

Practitioners are calm role models who praise and encourage children. Children demonstrate pride in their achievements and are eager learners. Practitioners identify risks to children. They establish and follow procedures that help to keep children safe. For example, they rigorously check that registers for children who they collect from local schools are accurate. In a further example, pre-school children carefully follow rules for descending the nursery stairs. Practitioners in the baby room share accurate information with parents about care routines, including what children eat and drink. Practitioners follow children's dietary requirements. They teach children about how a balanced diet contributes to their good health. Children's independence is promoted well. For example, two-year-old children confidently carry their lunch plates to the table.

### Outcomes for children are good

Children, including those with SEND and those who speak English as an additional language, make good progress from their starting points. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children of all ages count and use numbers during routines and activities. They begin to understand some of the purposes that numbers can be used for. Older children recognise and read some numerals. Children become helpful members of the group. For example, pre-school children enthusiastically take turns to help to prepare snack for the group. Children become independent in matters of personal hygiene before they start school.

## Setting details

<b>Unique reference number</b>	EY225043
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10099704
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	122
<b>Number of children on roll</b>	190
<b>Name of registered person</b>	Clockwork Day Nursery Ltd
<b>Registered person unique reference number</b>	RP524101
<b>Date of previous inspection</b>	2 May 2013
<b>Telephone number</b>	0161 343 4500

Clockwork Day Nursery registered in 2002. The nursery employs 44 members of childcare practitioners. Of these, three hold qualifications at level 6, including one with qualified teacher status. There are four practitioners who hold qualifications at level 5 and one practitioner who holds a qualification at level 4. There are 25 practitioners who hold qualifications at level 3 and eight at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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