

The Cheshire Day Nursery @ Thelwall



Thelwall Inds Estate, Thelwall New Road, Warrington, Cheshire WA4 2LY

Inspection date	27 November 2018
Previous inspection date	23 August 2016

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

- Practitioners encourage children to play and explore purposefully in the well-equipped indoor and outdoor spaces. This helps children to become eager learners.
- Practitioners gather detailed information about children's development and preferences when they first attend the nursery. This helps children to settle in quickly. Parents praise the reassuring, friendly practitioners. They say they feel well informed about nursery activities and children's development.
- Practitioners regularly check children's progress and report on their attainment. This helps practitioners to identify what children are ready to learn next.
- Managers identify and take steps to minimise risks to children's safety. For example, the identity of all visitors is checked before they enter the building. Practitioners know what to do if there is an emergency.
- Practitioners are calm and approachable role models. They praise children and this helps to promote their positive behaviour. Children learn to follow consistent daily routines. This helps them to develop confidence and independence.
- Although managers regularly monitor the performance of practitioners, they do not focus sharply enough on raising the quality of teaching to exceptional levels.
- Practitioners sometimes do not plan group activities well enough to challenge every child who participates to the highest level.

What the setting needs to do to improve further

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

- build on the systems for assessing the performance of practitioners so that plans for their individual professional development are sharply focused and drive sustained improvement
- sharpen the planning of group activities so that every child is challenged to the highest level and makes rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She 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 completed a joint observation with the nursery teacher and the deputy nursery manager.
- The inspector held meetings with the registered person, area manager, quality and support manager, two nursery teachers and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

Leaders demonstrate a strong commitment to providing high-quality care and education. They use a range of strategies to evaluate nursery practice. Managers actively seek the views of other professionals and parents. They use this information to set actions that help them to continuously improve the provision. All required policies, including for complaints, are in place. Safeguarding is effective. Managers deliver innovative in-house training that helps practitioners to extend their understanding of child protection matters. Practitioners know what to do if they have concerns for children's welfare. Managers follow robust procedures for recruiting and vetting new employees.

Quality of teaching, learning and assessment is good

Practitioners take account of children's interests when they plan activities. This is exemplified when babies demonstrate an interest in cars. Practitioners show them how to wheel the cars through paint, then drive them across paper. The babies begin to understand the connection between their movements and the marks on the paper. The activity helps to promote babies' physical development really well. Some teaching is exceptional. For example, pre-school practitioners skilfully incorporate interesting new vocabulary into stories they create with children. Children think and talk about the grandad character's fear of crossing the bridge and this helps them to understand the word 'anxious'.

Personal development, behaviour and welfare are good

Relationships between practitioners and children are good. Every child has a named key person. Practitioners follow well-established procedures for recording children's individual care routines, accidents and injuries. They report the information to parents and this helps to promote continuity in children's care. Children learn how a healthy diet contributes to their good health. For instance, practitioners make sure that children take regular drinks and teach them why it is important. Children have plenty of opportunities to exercise and learn outdoors. This helps to promote their stamina and agility. Children learn to respect other people. For example, when they play games they wait for their turn.

Outcomes for children are good

Children make good progress. They develop the skills, knowledge and attitudes to learning that prepare them well to start school. Children's early literacy is promoted well. For example, practitioners help two-year-old children to link picture symbols with familiar rhymes and action songs. Pre-school children begin to write their names. They match the initial sounds of words with the written letters that represent them. Children count and use numbers during daily routines and activities. Older children play cooperatively. For instance, they become deeply involved in role-play scenarios that they invent and develop. Children follow hygiene routines and develop independence in using the toilet.

Setting details

Unique reference number	EY489587
Local authority	Warrington
Inspection number	10085431
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	110
Number of children on roll	129
Name of registered person	The Cheshire Day Nursery Limited
Registered person unique reference number	RP904296
Date of previous inspection	23 August 2016
Telephone number	01925268000

The Cheshire Day Nursery @ Thelwall registered in 2015. The nursery employs 32 members of childcare staff. Of these, two hold qualifications at level 6, one holds level 5, two hold level 4, 16 hold level 3 and three hold level 2. There are two members of staff who hold qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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