

University of Chester - Warrington Campus

Crab Lane, Warrington, Cheshire WA2 0DB



Inspection date	10 July 2019
Previous inspection date	16 January 2015

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

- The experienced and dedicated management team shares its vision and aspirations with staff and parents. Managers demonstrate a strong commitment to providing high-quality experiences for children.
- Staff place high emphasis on developing children's communication and language skills. They use a range of innovative ideas to support children to become good communicators.
- A comprehensive settling-in procedure is in place. Staff collect detailed information about children before they start at the setting. Children and their families are given good emotional support when settling into the nursery.
- Staff provide a highly nurturing environment. Children build extremely positive relationships with staff. Consequently, they settle quickly and demonstrate high levels of self-confidence as they feel secure with the adults who care for them.
- Partnerships with parents are strong. Managers and the staff team welcome parents' involvement in the nursery and successfully engage them in their children's learning. Parents speak highly of the nursery and the support they receive. They report how they feel well informed about their children's development and value the ideas given to them to complement learning at home.
- Staff do not always make effective use of assessments. Consequently, staff do not focus precisely enough on what children need to learn next.
- Staff complete relevant training regularly. However, it is not always evident that the impact of training is fully embedded into staff's everyday practice.

What the setting needs to do to improve further

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

- make more effective use of assessments to precisely identify children's next steps in learning to help them make even better progress
- monitor the impact of training to ensure that knowledge and understanding gained are fully embedded to improve outcomes for children.

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 completed a joint observation of an activity with the nursery manager.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents during the inspection and took into account their views.

Inspector
Rachel Strutt

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of the robust procedures that are in place to ensure the safety of children. Recruitment and induction systems make certain all staff are suitable for their roles. Staff are supported well through effective supervision, monitoring and targeted plans. Staff demonstrate good knowledge and understand their responsibilities to protect children from harm. Staff know local referral procedures well and are aware of wider child protection issues. Self-evaluation is used effectively to review practice. Managers have identified clear priorities for ongoing improvements and drive forward further changes. They actively seek the views of staff, parents and children to further develop their practice. Partnership working with other professionals is good. Strong links with local schools support children with their eventual transition into school.

Quality of teaching, learning and assessment is good

Staff know children well and plan for their interests. They provide a range of stimulating learning opportunities for children to explore. Older children display high levels of concentration as they make birthday cakes with the play dough. Children work together as they offer the cakes around to all staff members. Staff are skilful at supporting children with early writing and plan activities that promote children's physical dexterity. Children quickly acquire skills to write for a purpose, including writing their names. Toddlers delight in outdoor play. They enthusiastically access the physical resources available. They demonstrate good control and coordination as they play a balancing game with a member of staff. Babies explore the environment confidently. They have many opportunities to experience sensory resources which stimulate their curiosity. For example, staff encourage babies to use their senses as they enthusiastically explore the sand.

Personal development, behaviour and welfare are good

Children's behaviour is good. Staff are positive role models and children know behaviour expectations well. Staff encourage and support good hygiene practices and teach children the importance of a healthy lifestyle. Older children develop their independence and manage their personal needs with success. Meals are healthy and nutritious and a social time for children to engage in conversations. Staff are vigilant in managing children's individual dietary requirements, which is highly commended by parents. Staff make the most of the university location. They visit the university library and invite professionals into nursery to discuss their jobs. For example, nurses, fire fighters and police officers. This enables children to learn about the wider world.

Outcomes for children are good

Children are confident, self-assured and demonstrate a strong sense of belonging. Staff support children with early reading well. Younger children show pleasure in sharing books with others and older children recall key themes in stories and predict what may happen next. All children make good progress and acquire the skills required for the next stage in their learning.

Setting details

Unique reference number	EY315211
Local authority	Warrington
Inspection number	10109729
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	48
Number of children on roll	42
Name of registered person	University of Chester
Registered person unique reference number	RP524129
Date of previous inspection	16 January 2015
Telephone number	01925 534 295

The University of Chester Nursery - Warrington Campus registered in 2006 and operates from a single-storey building on the Warrington Campus of the University of Chester. It has three base rooms and three secure areas available for outdoor play. The nursery serves the students and staff of the university and the general public. It employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, and the manager is qualified at level 4. The nursery opens from 8am to 6pm, Monday to Friday all year round, with the exception of one week at Christmas and on public holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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