

The Cheshire Day Nursery @ Winwick

Hollins Drive, Winwick, WARRINGTON WA2 8RS



Inspection date	23 July 2019
Previous inspection date	7 January 2016

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

This provision is outstanding

- The experienced and passionate leaders use rigorous performance management to identify staff members' strengths and areas for development. Various training opportunities are provided to build on staff skills and interests. For example, staff are encouraged to gain forest school and first-aid outdoors qualifications.
- There is a vibrant buzz about the nursery. All children are highly engaged playing with the vast array of activities and equipment available both indoors and outdoors. In addition, children attend yoga classes, French lessons and sports coaching sessions.
- Staff demonstrate a comprehensive knowledge of children's starting points. Rigorous and sharply focused observations and assessments ensure all children's next steps are meticulously planned for. For example, staff encourage children to find two- and three-dimensional shapes inside and outside during a shape hunt. Children tick off the relevant shapes when they find them.
- Staff are excellent role models. For example, they are nurturing, considerate and respectful to children. Children mirror their behaviour and are considerate and respectful to each other. They benefit greatly from extremely positive and caring relationships with other children and adults.
- Leaders demonstrate exceptional partnership working with parents. For example, they share planning with parents and make suggestions of how parents can support learning at home. For example, by making biscuits and cards for Father's Day. Parents also make use of the library to take books home to read with children. This helps to encourage a love of reading.
- Staff skilfully capture opportunities for learning during daily routines. For example, staff encourage children to make tally charts of how many glasses of water they have consumed on particularly hot days. This helps to support children's understanding of what their bodies need to stay healthy and hydrated.

What the setting needs to do to improve further

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

- continue to develop ways of sharing information with other settings to enhance the support for children during transitions even further.

Inspection activities

- The inspector observed the activities and the interactions between staff and children indoors and outside, and assessed the impact on children's learning.
- The inspector completed a joint observation with the nursery teacher.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the management team. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Paula Graves

Inspection findings

Effectiveness of leadership and management is outstanding

Qualified teachers support staff extremely well. They deliver regular training and support to the staff team to develop their teaching to the highest level. Safeguarding is effective. Staff have an extensive knowledge of child protection policies and procedures, including wider safeguarding concerns. Children's safety is a high priority for all. Robust recruitment procedures are in place to ensure staff suitability. Leaders have extensive induction processes in place to support staff to have an in-depth understanding of their roles and responsibilities. Leaders are committed to a continued cycle of improvement. For instance, they hold transition meetings with other settings to ensure continuity of care and learning for children.

Quality of teaching, learning and assessment is outstanding

Staff work with groups of children to ensure they are able to play and learn in a highly stimulating and well-thought-out space. Staff use their exceptional knowledge of how children learn to promote children's problem-solving and thinking skills. For example, staff encourage older children to draw plans about how to make a den. This helps to develop children's understanding of shape, space and measure. Staff skilfully ask children questions about how they can keep other builders safe and how they can compare the lengths of the sticks they are building with. This helps to extend their understanding and thinking about how to build the den safely and successfully. Younger children explore small-world dinosaurs. Staff support language development as they introduce new words, such as 'enormous' and 'stomp'. Staff support children's understanding of the words by stomping around with them.

Personal development, behaviour and welfare are outstanding

Children's health and welfare are a high priority for staff. Children enjoy growing potatoes, strawberries and carrots. They are excited to try fruits and vegetables that they have helped to grow and care for. Staff support them to build fires during a forest school session. Children develop an excellent understanding of how to keep themselves safe and manage risks during challenges. For instance, they explain the need to wear gloves, keep a safe distance and use water to douse the fire when they have finished. Children are exceptionally confident learners. They independently follow recipes during baking activities. They select and weigh ingredients, mix them together and knead the dough for biscuits. Staff carry out home visits before children start attending. This helps to support children's personal and emotional development during settling-in periods.

Outcomes for children are outstanding

Children are highly motivated and eager to engage in independent play and play with adults. Children practise their balancing skills as they walk along wooden planks. Staff hold children's hands and then challenge them to try by themselves. This raises children's confidence in their abilities. The wealth of opportunities available to support children's literacy and mathematical skills ensure they are fully prepared for school. Staff encourage younger children to think about what number comes after two, during number games outside. Children demonstrate their understanding by jumping to the next number. This helps to develop their mathematical and large-muscle skills.

Setting details

Unique reference number	EY489590
Local authority	Warrington
Inspection number	10076489
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	137
Number of children on roll	148
Name of registered person	The Cheshire Day Nursery Limited
Registered person unique reference number	RP904296
Date of previous inspection	7 January 2016
Telephone number	01925 655 498

The Cheshire Day Nursery @ Winwick registered in 2015. It is one of four nurseries run by the Cheshire Day Nursery Group. The nursery employs 36 members of childcare staff. Of these, 31 hold appropriate early years qualifications ranging from level 2 to level 6. Two members of staff hold qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. 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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