

# Inspection of Narnia Day Nursery & Nursery School

37 Regent Road, Altrincham, Cheshire WA14 1RU

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Inspection date: 27 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## What is it like to attend this early years setting?

### The provision is good

Children at this setting are eager, curious and keen to explore. They independently access the array of available resources under the watchful eyes of staff. Babies enthusiastically discover the sounds they can create by banging metal and wooden objects together. Toddlers manipulate malleable dough, squishing it gleefully between their fingers. Pre-school children recreate well-known characters or scenes with natural objects and picture frames. Staff support children by modelling how to use different resources and offering praise and commentary during their play. Children build good relationships with staff. They relish their involvement during play, smiling and laughing when staff join in and enhance their experiences. For example, toddlers build towers alongside staff. They giggle with delight and pride when they manage to build their towers even higher than those of the staff.

Children thoroughly enjoy outdoor play. Toddlers begin to learn about road safety. They hold hands with staff and practise 'looking both ways' and listening out for toy cars. Pre-school children negotiate obstacle courses and enjoy high energy games, which support their physical development. However, babies do not often access the outdoor area for purposeful play time, although staff ensure babies have daily fresh air by sleeping outdoors.

### What does the early years setting do well and what does it need to do better?

- Parents commend this 'happy, safe and nurturing' setting. Parents cherish the 'knowledgeable' staff and management team. They appreciate that they can approach the team with any questions and describe them as 'incredibly supportive'.
- Older children's physical development is actively promoted in this nursery. Staff encourage children to be involved with 'active play' when outdoors. This means engaging with high levels of movement, for instance, during running games. Toddlers and pre-school children are delighted to play in the garden several times throughout the day. However, babies do not often access the outdoor environment, apart from during sleep times.
- Children begin to learn how to keep themselves safe. Pre-school children sing 'one hand on the banister and one hand on your hip' as they walk downstairs. They understand this is a safe way to walk as a class. Toddlers remind each other to 'be careful' when walking on the wet ramp outdoors. However, at times, the management team does not make staff aware of important changes they have made, for instance, when they have removed an outdoor lock temporarily for maintenance.
- Children's early literacy skills are well supported. Staff create simple photograph books to help babies to explore different sounds. Toddlers help staff to remember the words to familiar nursery rhymes and look at books

independently. Pre-school children impressively identify letters and the sounds they represent. They write some recognisable letters and confidently select their name labels upon arrival at the setting each day.

- Staff know their key children extremely well. They understand their levels of development and so plan suitably challenging activities for all. Staff have high ambitions for all children, including those with special educational needs and/or disabilities. All children's individual needs are expertly supported, for instance, through the seamless use of alternative communication methods. Furthermore, the management team uses additional funding thoughtfully to have a high impact upon children's development.
- Children are well behaved, confident and welcoming. Babies pay close attention to staff. For example, staff show babies how to 'listen to the sea' with a conch shell. Later, babies independently attempt to listen to other objects in the room in the same manner.
- At times, children are encouraged to make choices. They choose between different rooms to play in and help decide what to have for snack. However, at times, staff do not respect the choices children make. For example, children make their likes, dislikes and preferences clear, but staff do not always follow these.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has good child protection knowledge. She understands her responsibilities and the safeguarding procedures she must follow. This includes the steps she must take if an allegation is made against a member of staff. Staff can confidently recognise signs and symptoms that a child may be being abused or neglected. They understand how to report their concerns should they feel concerned for the welfare of a child. Staff attend paediatric first-aid training. They show that they securely understand the actions to take in the event of a child becoming unwell or injured. This all helps to keep children safe.

## What does the setting need to do to improve?

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

- build upon the daily experiences of babies by ensuring they have regular and purposeful access to outdoor play
- strengthen the communication between the management team and staff to ensure staff are aware of important changes, such as when outside locks are temporarily removed for maintenance
- support staff to consistently recognise and respect the choices that children make, such as when expressing their preferences, likes and dislikes, to support children's levels of self-confidence.

## Setting details

<b>Unique reference number</b>	EY345681
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10129178
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Narnia Day Nursery & Nursery School Partnership
<b>Registered person unique reference number</b>	RP903512
<b>Telephone number</b>	0161 9291307
<b>Date of previous inspection</b>	20 November 2015

## Information about this early years setting

Narnia Day Nursery & Nursery School registered in 2007. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or 3 and one is unqualified. Two members of staff hold qualified teacher status. The nursery opens Monday to Friday, all year round, apart from one week in August, one week in December and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

## Inspection activities

- The manager and the inspector conducted a joint observation of an activity and evaluated the quality of education seen together.
- Throughout the inspection, the inspector observed and evaluated the quality of interactions between staff and children.
- During a learning walk, the manager discussed the curriculum offered and the impact this has on children's ongoing learning and development.
- Leadership and management discussions were held between the inspector and the manager throughout the inspection. The inspector also looked at relevant documentation, including evidence of the suitability of staff.
- The inspector considered written and verbal feedback from parents.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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