

Inspection of Timperley Village Day Nursery LTD

264-266 Stockport Road, Timperley, ALTRINCHAM, Cheshire WA15 7UT

Inspection date:

21 September 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

On the day of the inspection, the inspector identified that staff had not followed their procedures to check the external gate to the outdoor area was secure before children went out to play. This meant that children could have left the premises unsupervised and unauthorised people could have gained access. The manager took immediate action to make the area secure and remove the risk to children.

Babies enjoy exploring their environment and receive the care and nurture they need from the attentive and experienced staff. Babies are inquisitive about autumnal leaves and branches, crunching the leaves in their hands. Support for language development is evident as babies say, 'hi', when their friend returns to the room after a sleep. When outdoors, they clamber confidently in their own secure area, rapidly developing their strength and coordination. Breakthrough moments happen as babies stand with no support for the first time and are praised for their achievements by staff. Toddlers have fun filled days of music and song. They are learning to express their emotions in words with support from staff. Boys, in particular, engage for extended periods of time in well-planned activities that help to develop the muscles in their hands. For example, they demonstrate their ability to thread, make meaningful marks on paper and confidently use paintbrushes.

Due to the impact of COVID-19 (coronavirus), the nursery are providing children with even greater support in speech and language development, opportunities for physical development, and making new relationships.

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

- The nursery has thorough risk assessments in place to help to keep children safe and staff are aware of these. Leaders undertake routine checks to ensure these procedures are followed. However, on the day of the inspection, staff had failed to check the gate to the outdoor area was secured before allowing children to play outside. This was promptly addressed when brought to the manager's attention by the inspector, to secure the premises and ensure it does not happen again.
- Leaders at the nursery have a clear vision for what they want children to achieve. Speech and language are a focus. Staff model language well and use a rich and varied vocabulary with the children. The impact of this can be heard in the conversations children have with staff and each other. Staff help children to develop their independence. The majority of staff let children experiment, test out ideas, or have the chance to fail in their attempts at a task or skill. However, on limited occasions, older children are not provided with the same opportunities to be independent and are not always given the chance to express their

thoughts or ideas.

- Relationships with parents and carers are strong. Staff share information on a daily basis with parents and carers about how children are progressing and what they have done. Parents praise the staff team for the quality of communication they receive, and talk about how their older children were well prepared for their transition to school.
- Leaders at the nursery ensure that children are provided with a holistic focus on their physical and emotional development. Children take part in yoga and meditation sessions, which help them to relax while developing their coordination and balance. Children's oral health continues to be well supported, for example with daily toothbrushing, which helps children to learn an important self-care skill.
- Leaders ensure that staff have reasonable workloads, and are not overburdened by paperwork. This means that staff are able to dedicate their time to helping children learn. Staff receive regular supportive feedback about their practice and there is a positive culture of professional development.
- Children in the pre-school room are well prepared for their transition to school. They take part in some more formal sessions to develop their understanding of the sounds letters represent. They choose the songs to sing while the music is played to them on a ukulele by their staff member. Children delight in their outdoor play. For example, children skilfully manoeuvre on scooters and tricycles at speed, negotiating uneven stepping stones and balance beams, or scaling the climbing frame.

Safeguarding

The arrangements for safeguarding are effective.

Risk assessments are in place to ensure that premises are secure. However, on the day of the inspection, these procedures had not been followed. The manager took immediate action to resolve this issue, ensuring that there was no impact on children's welfare. Staff and leaders throughout the setting have a sound understanding of the indicators of abuse and know the procedures to follow to report any concerns that may arise. They are clear on the procedures to follow should they have concerns about the behaviour of a colleague. Staff and leaders are unwavering in their intent to whistle-blow should they ever feel concerns raised are not being reported to the relevant authorities. Staff and leaders have a sound understanding of broader safeguarding matters, such as radicalisation and female genital mutilation and are alert to anything that may raise concern.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that staff consistently follow existing risk assessment procedures so that the nursery premises are secure at all times.	08/10/2021
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To further improve the quality of the early years provision, the provider should:

- enhance existing opportunities for all children to be independent and demonstrate what they know and can do.

Setting details

Unique reference number	EY482003
Local authority	Trafford
Inspection number	10207420
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	55
Number of children on roll	67
Name of registered person	Timperley Village Day Nursery Limited
Registered person unique reference number	RP534024
Telephone number	0161 980 4191
Date of previous inspection	4 July 2017

Information about this early years setting

Timperley Village Day Nursery LTD registered in 2014. The nursery employs 15 members of childcare staff, 13 of whom hold recognised early years qualifications at level 3 and above. The nursery opens Monday to Friday, from 7am to 6pm, all year round, except for public holidays and one week at Christmas.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- This inspection took place on an unannounced basis as a result of a risk assessment.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the manager, staff, and children at appropriate times throughout the inspection.
- The manager completed, and discussed, joint observations with the inspector.
- The inspector took account of the views of a parent from verbal feedback.

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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