

# Inspection of Macclesfield Day Nursery

Macclesfield Day Nursery, 142 Chester Road, Macclesfield SK11 8PT

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Inspection date: 26 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The nursery owner and staff pride themselves on providing a family atmosphere. The children are greeted at the front door by staff as parents are not able to go into the nursery due to COVID-19 restrictions. Most happily came in, but those who are unsettled get reassuring cuddles from a member of staff they know well. At the beginning and end of the day, if numbers of children in attendance are low, two age groups are joined together. This allows children to get to know a wider range of staff and helps children settle quickly when they move group rooms.

Children in all rooms enjoy the activities staff plan for them. They concentrate and enthusiastically join in at group times. All children have regular opportunities to play in the garden or visit local places of interest. They develop their physical abilities. For example, they ride wheeled toys skilfully. Staff reinforce children's number knowledge when they encourage them to jump between numbered circles. Children look after plants and learn how to grow vegetables. They enjoy eating them at mealtimes as part of a healthy diet. Fun games linked to children's interests make learning enjoyable. Pre-school children work together to sort out their numbered dinosaur feet and put them in the correct order.

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

- The owner and staff have a shared understanding of what they want children to learn. Staff regularly assess children's abilities. They use what they learn from these assessments to plan good, targeted teaching which supports children's development. However, some periods of the day have less focus on teaching to drive children's development throughout their time at the nursery.
- The nursery aims for all children to be ready for the move on to school. Communication and language development is a key focus in all group rooms. Babies learn simple signs to supplement their verbal communication. Toddlers enjoy singing and expressing themselves through playing music. Letters, and the sounds they represent, are introduced. Most pre-school children are skilful in identifying and repeating the sounds. They move on to learn to correctly form the written letters and start to recognise and write their own names.
- Staff broaden children's horizons. They introduced new information. For example, children learn to identify a wide range of flowers and birds. They learn about flags from around the world. They recall this information, and some quickly link the Zimbabwean flag with the letter Z that they are looking at.
- Children are often encouraged to be independent. They learn to put their own coats on. Toddlers and pre-school children safely learn to climb the stairs to their group room. At lunchtimes, older children confidently use the dining hall for their mealtimes and serve themselves. However, children are not taught how to use the cutlery consistently. Additionally, some older children are changed in

their group room rather than in the bathroom area. This weakens the link between nappy changing and toilet training, as children are not given the opportunity to start to use the toilet as part of being changed.

- The staff are supported by the owners, the administrative team and catering staff. They feel confident they can discuss any concerns with them, either during regular supervision sessions or through incidental conversations. Staff feel consulted about any changes that need to be made. They are supported to undertake additional qualifications. New staff complete an induction that ensures they understand the nursery's policies and the roles different staff undertake. For example, they know who the special educational needs coordinator is.
- The nursery staff have strong partnerships with local authority advisors. This means children with special educational needs and/or disabilities (SEND) have tailored support to help them to make progress. This is a particular strength of the setting. Some children with SEND are referred to the nursery and others are identified through the assessment process. Staff seek advice and implement strategies to help children make progress. They secure additional support before children start school. Parents of children with SEND feel very well supported.
- The children are very well behaved. They understand the rules and behaviour expectations and are kind to each other. Staff gently remind children of rules, such as sharing. Group times are positive, well-ordered learning experiences.
- Parents are delighted with the nursery. They feel the children are making very good progress and this they attribute to the staff at the nursery. Parents find the nursery owner approachable and feel she deals with any queries promptly. They feel well informed about their children's day. This is through their discussions with staff and the online system that provides photographs and ideas for activities parents can do at home. Parents have been very happy with the meal provision and the nappy changing processes for their babies.
- Children are provided with nutritious, freshly prepared meals. Staff are clear about which children have food intolerances and allergies. Their meals are prepared separately. Baby room staff freshly prepare formula milk and discuss the weaning process with parents. Babies are encouraged to feed themselves and become successful in doing this. Children in all rooms have access to fresh water throughout the day.

## Safeguarding

The arrangements for safeguarding are effective.

The owner and staff have a clear understanding of their individual responsibility to keep children safe. They understand what would constitute a safeguarding concern. They readily work as part of a multidisciplinary team to protect children and support the whole family. Appropriate suitability checks are made on staff as part of the recruitment process. Clear, well-understood policies ensure staff do not use personal mobile phones in the nursery. Staff use nursery supplied tablet computers for their record-keeping and, occasionally, they will use them with children to access learning materials. The staff ensure that toys are kept clean. Children use individually labelled bedding and cups to limit the chance of infections

spreading.

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

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

- help staff identify how they can build on what children know and can do throughout the day
- develop further pre-school children's independence with regard to learning to use the toilet and using cutlery.

## Setting details

<b>Unique reference number</b>	EY491094
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10220808
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	52
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Macclesfield Day Nursery Limited
<b>Registered person unique reference number</b>	RP902311
<b>Telephone number</b>	01625 422315
<b>Date of previous inspection</b>	3 February 2017

## Information about this early years setting

Macclesfield Day Nursery was registered in 2015. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications, including seven at level 2, five at level 3 and two at level 6. Two members of staff hold qualified teacher status. The nursery also employs administration staff and cooks. The nursery opens from Monday to Friday all year round. 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

Sarah Rhodes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning. She completed a learning walk with the owner to discuss how the curriculum is planned and implemented.
- The acting nursery manager and the inspector completed a joint observation of an adult-led learning activity. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector held a meeting with the nursery owner and the nursery administrators. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.
- Staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.

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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