

Inspection of Kindergarten

The Kindergarten, Grammar School Road, Warrington, Cheshire WA4 1JL

Inspection date: 17 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this stimulating, child-orientated environment. All children make exceptional progress in their learning and development. They are highly motivated and eager to take part in a range of stimulating varied activities, which capture their interest and imagination. They concentrate well and develop a deep curiosity to explore and test out their own ideas. Children's behaviour is exemplary. They are kind to their friends and show consideration for their feelings. For example, children ensure their friends have served their lunch before helping themselves to seconds.

Children fill the room with sounds of happy chatter and laughter. They are enthralled in incredibly interesting and highly challenging learning experiences. Children are motivated learners and staff have high expectations for their abilities. During their yoga session, staff encourage children to learn how to control their breathing techniques. This also helps children to control their feelings and emotions.

Children love their forest school sessions. They learn how to manage risks and understand the rules to keep themselves safe, for example, when they are making a campfire. Children's learning is constantly challenged because staff ask complex questions, which encourages children to think critically.

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

- Children behave extremely well. There is a high level of mutual respect throughout the nursery. Staff frequently tell the children that they are really proud of them. This helps children to develop a sense of achievement and builds up their confidence. Children demonstrate impeccable manners. During the inspection, a child stood up from the dining table to make room for his friend, so they could have lunch together. Staff encourage children to have a positive and can-do attitude. They use language such as 'Do not say you cannot do it...we can learn how to.' This gives children the motivation they need to succeed.
- Staff's teaching skills are exemplary. They skilfully structure and sequence their high-quality curriculum and adapt their teaching accordingly. They also allow children to initiate their own thoughts and ideas. For example, while making a campfire, staff ask children 'What shape do we need to make the base of the fire?' and 'How many sides does a square have?' This challenges children to think hard.
- The support for children with special educational needs and/or disabilities (SEND) is excellent. All staff are highly skilled and have a consistent approach in supporting children with SEND. As a result, the nursery is highly commended by the local authority for the support they give to children with SEND. Staff at the

nursery ensure that all children, including those with SEND, are off to a flying start .

- Children's learning is further extended in the outdoor environment. There is a vast wealth of learning opportunities for them to explore. For example, children use natural resources, such as dinosaur fossils, to help them learn about 'more' and 'less'.
- Children are supported to help them to develop confident communication skills. Staff regularly introduce new words to children's already extensive range of vocabulary. For instance, children learn that babies are also infants.
- Managers continue to strive to make plans for the future, using innovative ideas to inspire each other at the highest level. For instance, the manager effectively plans experiences to support and extend the children's learning and development. Recently, children celebrated the story of Louis Braille. This naturally led into children learning about their senses. Children then explored how disability can affect people's ability to take part in day-to-day life. This allowed children to develop their understanding of the diverse world they live in.
- Leaders show a deep and sensitive understanding of local issues, that may affect families at the nursery. They go above and beyond to support their families. The nursery regularly hosts a Donation Station, where food items and clothing are distributed to those in need. This helps children learn to be kind and helpful to people in the wider community. Children are involved in many community events, enabling them to become fully aware of those around them. For example, during the Tour of Britain, the route directly passed the nursery. Children were able to go out and support in the crowds with banners they had made to show their support.
- Partnerships with parents are exceptional. Staff work hard and successfully educate parents about all that their children do. They offer many opportunities for parents to get involved in their children's learning. For example, the nursery offers a range of story sacks for parents to take home to continue their children's learning. Feedback from parents is overwhelmingly positive.
- Children's love for reading is embedded throughout the nursery and out into the local community. They access books in all areas of the provision to help consolidate their learning. For instance, the children listen to staff read 'A Superhero Like You' and talk about the different heroes they may come across in society, such as a police officer, doctor, firefighter and paramedic.
- Meaningful links to everyday experiences, enable children to make connections. As children learn about construction workers and safety precautions on a building site, they talk about safety in their forest school. For example, they discuss how to handle tools carefully and what safety equipment they need to use. These experiences inspire children to manage their own risks and safety.

Safeguarding

The arrangements for safeguarding are effective.

Management has effective practices in place to ensure staff's ongoing suitability, along with robust safer recruitment processes. Staff complete regular safeguarding

training, looking at different aspects of safeguarding and child protection. All staff know precisely what action to take in the event of an allegation against a staff member. Children are skilfully taught to manage their own risks and safety. For example, staff carefully explain how to use safety equipment when making a campfire.

Setting details

Unique reference number	EY345720
Local authority	Warrington
Inspection number	10129179
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 at time of inspection	3 to 4
Total number of places	31
Number of children on roll	44
Name of registered person	The Cheshire Day Nursery Limited
Registered person unique reference number	RP904296
Telephone number	01925 230 233
Date of previous inspection	22 December 2015

Information about this early years setting

Kindergarten was registered in 2007. It is one of four nurseries run by The Cheshire Day Nursery Group. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications ranging from level 3 to level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

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 their evaluation of the provider.
- A learning walk was completed with a manager to discuss the curriculum intent and how the provision is organised.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The inspector carried out a joint observation with the teacher.
- The inspector held a meeting with the nursery manager and reviewed all relevant documentation.
- The inspector spoke to a number of parents to gain their view of the nursery.
- The inspector tracked the experiences of a number of 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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