

Inspection of Chester Road Day Nursery

1056-1058 Chester Road, Stretford, Manchester, Lancashire M32 0HF

Inspection date: 1 April 2022

Overall effectiveness	Good
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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 are happy when they arrive at nursery. They have adapted well to the changes made due to the COVID-19 pandemic. Children understand that their parents no longer come into the nursery. They are confident to separate from their parents and are greeted by warm and friendly staff. Children show they feel completely safe and secure.

Children behave well and staff teach them about the importance of being respectful to others, to share and take their turn. Staff help them to develop the social skills they need to play together. Children receive praise for their efforts and achievements. This develops their self-esteem. For example, when children are mixing colours in the paint, staff give encouragement and children are happy with the result.

Children benefit from a range of interesting activities that build on what they know and can do. They have lots of opportunities to practise their skills and learn new ones through their interactions with staff. Children are making good progress. Staff have high expectations for all children. Within the outdoor space, children are provided with many opportunities to develop their physical skills. For example, babies are supported to take controlled risk while cruising on the low-level climbing frame.

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

- The provision for children with special educational needs and/or disabilities (SEND) is a strength in the nursery. The special educational needs coordinator (SENDCo) is committed to ensuring that all children can access and benefit from the curriculum. This enables the nursery to ensure that children with SEND are off to a good start.
- Children in receipt of additional funding are very well supported. The excellent key-person system and accurate use of assessment means that gaps in children's learning and any specific needs are identified early and acted on quickly. This means that children make the best possible progress from their individual starting points.
- Children's communication skills are a top priority. All staff model an extensive range of vocabulary, meaning that children consistently have opportunities to hear and practise new words. For example, children talk about the changes they observe in the colour when adding more of one colour to make a different shade of orange.
- Staff read stories and sing songs with the children throughout the day. For example, in pre-school, the children listen to staff reading 'Cheetah Learns to Play Nicely'. This helps children to understand and learn about different feelings

and emotions, such as being kind to their friends and sharing their toys.

- Staff are aware of what children know and can do. They plan activities that interest and enthuse children. However, on some occasions, staff do not implement the curriculum intent specifically enough. This means that not all activities fully challenge children and build on their prior knowledge.
- Partnerships with parents are good. Parents comment on the effective communication through the online parent app. Staff are able to share ideas for activities to do when not in nursery. This supports children to continue their learning at home.
- Staff follow robust hygiene routines and teach children about the importance of washing their hands. Older children demonstrate the ability to attend to their personal needs successfully and understand the importance of washing hands.
- Management systems are designed to ensure that completed paperwork is audited and information about children's learning and development is not missed. However, these systems are not monitored routinely and can lead to information not being dealt with in a timely manner. This could lead to a delay in dealing with situations, which could impact on the children's learning outcomes.
- All children behave well, understand expectations and engage in activities with interest. Staff develop children's love for books. Younger children listen to stories and songs. Older children independently read stories, while handling the books with care. This demonstrates children's positive attitudes towards their learning.

Safeguarding

The arrangements for safeguarding are effective.

The management and staff team have a secure understanding of how to keep children safe. Staff have a good knowledge and understanding of the nursery's whistle-blowing procedures and know the process following the initial referral. Staff are aware of the signs and symptoms of abuse and know how to report on any concerns if abuse is suspected. The environments are safe and secure. Staff undertake daily checks indoors and outdoors to ensure that children play in a safe environment. Management implements effective recruitment procedures to ensure that all staff working in the nursery are suitable by obtaining satisfactory references and a full Disclosure and Baring Service check.

What does the setting need to do to improve?

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

- develop systems to ensure that information is reviewed in a timely manner so that information relating to learning and development is not delayed
- support staff to implement the curriculum intent more sharply to build on what children already know and raise the quality of education to a higher level.

Setting details

Unique reference number	EY276478
Local authority	Trafford
Inspection number	10230742
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	0 to 4
Total number of places	55
Number of children on roll	56
Name of registered person	Garforth, Clare
Registered person unique reference number	RP909525
Telephone number	0161 865 3738
Date of previous inspection	9 August 2017

Information about this early years setting

Chester Road Day Nursery registered in 2004. The nursery is based in Manchester, Lancashire and employs eight members of childcare staff. Of these, one holds qualified teacher status, one is qualified to level 6 and nine hold qualifications at level 2 and 3. The nursery opens Monday to Friday all year round, apart from one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, 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 the manager and deputy to discuss the curriculum intent and how the provision is organised.
- The inspector spoke to the nursery SENCo to understand how the provision for children with SEND was 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 owner and reviewed all relevant documentation.
- The inspector spoke to a number of parents to gain their view of the setting.
- 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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