

Inspection of Mrs Nursery Childcare

18 Chester Way, Northwich CW9 5JL

Inspection date: 7 June 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children have a happy, busy time at nursery. They demonstrate that they feel safe in the care of the kind and encouraging staff. Children of all ages like looking at books and listening to stories. Toddlers take great delight in repeating the words 'dinosaur poo' when they find pictures of it in the engaging book they have chosen. Pre-school children exercise democracy when they vote for the story that they want to hear at the end of the morning. This helps them to learn a fair way to make group decisions. Children learn that stories have a beginning, a middle and an end. This helps them to begin to make up their own storylines. Children's obvious enjoyment of books prepares them well for learning to read.

Staff model and teach clear expectations for children's behaviour. Children copy staff. They learn to be courteous and friendly towards other people. Parents and carers did not enter the building during the COVID-19 pandemic. This helped to keep everyone safe from infection. It also motivated managers to develop new ways to communicate with families. Parents say that children like to see the digital photos that staff send to them. The photos help to stimulate informed conversations at home about events at nursery.

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

- The manager communicates her vision for the nursery effectively. She is uncompromising in her determination to meet the unique needs of children and their families. Staff copy her example. They talk about and celebrate children's progress and achievements. This helps to make the nursery a positive place for everyone.
- Managers enable staff to undertake further training and to improve their professional skills. Their supervision of staff is supportive. Staff feel able to seek advice and share any concerns. However, managers sometimes set improvement targets for staff without making the intended impact on children's learning clear enough. This slows staff's progress towards the consistently excellent practice that promotes children's swiftest progress.
- The inclusion of children with special educational needs and/or disabilities is a particular strength of the nursery. The special educational needs coordinator incorporates guidance from specialist professionals into children's individual programmes. Staff and parents work in partnership to implement agreed strategies. For example, they all use the same words, pictures and phrases to communicate with children. Children make good progress from their starting points.
- Staff teach children to use numbers for a variety of purposes. They help babies to notice the difference between 'one pig' and 'two pigs', during small-world play. Children learn that the sand takes 'five minutes' to run down in the sand

timer, while they tidy up the toys. Pre-school children know that '10 votes' are more than 'five votes', when they count the contents of the ballot box at story time. These activities help to promote children's early numeracy effectively.

- Staff use pictures and symbols effectively in their teaching. They draw pictures on wooden spoons to represent songs. Toddlers remember which picture matches each song. This is good preparation for early reading. The activity enables children to express choice and extend their vocabulary. They begin to respect each other's preferences and learn to wait for their turn.
- Children play and learn outside every day. Younger toddlers work hard to climb steps before whizzing down the little slide. Older children practise basketball skills. They begin to skilfully combine forward motion with shooting the ball through the hoop. The active play helps children of all ages to develop balance, coordination and confidence.
- Children eat healthy, nutritious food at nursery. They learn the importance of a balanced diet. Children acquire habits that promote their health and safety. They know that they must use sun cream when the weather is hot. They know that they must wash their hands after using the toilet and before eating.
- Managers and parents work together as partners. They make joint decisions about how to spend additional funding, such as the early years pupil premium. Parents comment that staff welcome the digital photos they send to nursery. They say that staff use the photos to stimulate learning opportunities for children. Parents describe the nursery as a 'positive, happy place'.

Safeguarding

The arrangements for safeguarding are effective.

Managers train and support staff to implement the nursery's safeguarding procedures. Staff complete safeguarding quiz sheets. Managers use the responses to identify and address matters that staff are unsure about. This helps everyone to refresh and deepen their knowledge. Managers and staff know what to do if they are concerned about the behaviour of a colleague towards children. Managers identify and minimise risks to children's safety. Staff and parents follow clear routines for ensuring that children do not enter or leave the building without an adult. Managers and staff maintain well-organised records. For example, there is clear documentation to show that new staff are vetted as part of the recruitment process.

What does the setting need to do to improve?

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

- focus improvement planning more clearly, so that staff know precisely what they are aiming to achieve, and the impact on the quality of children's education is measured.

Setting details

Unique reference number	EY496542
Local authority	Cheshire West and Chester
Inspection number	10236768
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	42
Number of children on roll	92
Name of registered person	Mrs Nursery Holdings Limited
Registered person unique reference number	RP535255
Telephone number	07984657911
Date of previous inspection	24 August 2016

Information about this early years setting

Mrs Nursery Childcare registered in 2015. The nursery employs 17 members of childcare staff. Of these, one member of staff holds a qualification at level 6, three members of staff hold qualifications at level 5, eight at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and inspector completed a learning walk of the nursery and discussed the provider's intentions for the curriculum.
- The inspector, the manager and the deputy manager carried out joint observations of two activities.
- The inspector observed activities and routines. She spoke with children and staff.
- Parents spoke with the inspector and provided written feedback. The inspector took account of their views.
- Examples of relevant documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the nursery.

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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