

Inspection of Bright Horizons Tytherington Day Nursery and Preschool

Springwood Way, Tytherington Business Park, Macclesfield, Cheshire SK10 2XA

Inspection date: 2 August 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy, content and enjoy their learning. This is largely because staff are highly attentive and quickly meet children's needs. Routines are flexible. For example, staff immediately cuddle babies who need additional reassurance and tired children are offered a warm and comfortable place to rest, whenever needed. This attentive and flexible approach to care helps to ensure children's unique and changing needs are met. In turn, children are eager and ready to learn. Children's laughter is heard throughout the nursery. The atmosphere is tremendously energetic and fun. Relaxing music helps to promote a calm and soothing atmosphere at quieter times of the day, such as sleep times. Children of all ages thoroughly enjoy their time spent in this fun, nurturing and happy setting.

Children's interests are weaved into the programme of learning to help to inspire and motivate them. To illustrate, older children have recently shown an interest in sinking and floating. Children enthusiastically become 'scientists' as they eagerly explore this topic. Staff make learning fun and children investigate challenging concepts, such as density and weight, in very practical hands-on ways. Children show a love of learning, fostered through a programme of inspirational and fun play. Staff make good use of spontaneous learning opportunities during play, to promote development. For example, children show an interest in bubbles. This is used as a foundation for wider learning. Children chase bubbles. They change direction as they run and navigate obstacles practising physical coordination skills. Children are challenged to pop bubbles slightly out of reach. Children stretch, balance, persevere and eventually succeed. Children show a positive, can-do attitude and enjoy learning new things. The manager has taken steps to minimise the impact of the pandemic. For example, a 'curiosity room' and 'family room' have recently been created to help to support children and families who attend the setting.

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

- Staff are passionate about their roles and refer to themselves as 'privileged' to look after the children in their care. The team is led by a dedicated, committed and ambitious manager who continually strives to improve. In turn, children benefit from attending this happy, safe, secure and stimulating nursery.
- Teamwork is effective. For example, staff share responsibilities between themselves, communicate effectively and have respect for one another. This good teamwork helps to ensure that children's needs are quickly met and practice is efficient and effective.
- The key person system throughout the nursery is established and works well. Parents talk with fondness about the relationships they share with their children's key person. Children enjoy warm, friendly interactions from the staff

who care for them. All children are relaxed and emotionally secure.

- Staff aspire for all children to make progress and reach their potential. They plan a varied, balanced and age-appropriate curriculum. Activities gradually increase in challenge to help to extend children's knowledge and skills beyond their current capabilities. This effective sequencing strategy successfully helps children to build upon what they know and can do and make good progress.
- Literacy and reading is well supported for children of all ages. A number of strategies are in place to help to promote this aspect of learning. For example, a well-stocked library is available for children to choose and borrow books and continue their love of reading at home. Books are widely available both indoors and outside and children are well supported in this area of development.
- Staff are very curious about what children know and can do. They invest time and effort observing children's skills. However, planning for children's next steps is not always precisely focused on what children need to learn next.
- Children are calm and patient. A children's council group have recently helped to design 'nursery rules'. Staff are consistent with their expectations and children understand boundaries. Throughout the nursery children behave well.
- Children and staff benefit from the support of a passionate and knowledgeable special educational needs coordinator. Swift actions are taken to support those children who require additional help. A collaborative approach between home, nursery and wider agencies is encouraged. All children, including those with special educational needs and/or disabilities make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and welfare is given high regard. Meticulous attention is given to the cleanliness of the environment. This helps to minimise the risk of cross-contamination of germs and promotes children's good health. Older children benefit from planned and supervised activities using technology and the internet. Rigorous systems and procedures are in place to protect children when they are online. Leaders and staff have comprehensive safeguarding knowledge. A wealth of safeguarding and child protection literature is available for staff reference, if needed. All staff know how to identify and swiftly report any child protection concerns, should these arise. Children remain safe.

What does the setting need to do to improve?

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

- encourage staff to give more time for children to think and respond to questions to further develop their critical thinking skills
- develop staff skills to ensure that planning for children's next steps is precisely focused on what children need to learn next.

Setting details

Unique reference number	EY491847
Local authority	Cheshire East
Inspection number	10236701
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	90
Number of children on roll	87
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01625 460690
Date of previous inspection	4 August 2016

Information about this early years setting

Bright Horizons Tytherington Day Nursery and Preschool was registered in 2015. The nursery employs 19 members of childcare staff. Of these, 14 hold appropriate early years qualifications. This includes six with qualifications at level 3, four with qualifications at level 4, one with a qualification at level 5, one with a qualification at level 6 and two with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children. It supports children who have special educational needs and/or disability and children who speak English as an additional language.

Information about this inspection

Inspector
Michelle Jacques

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.
- The manager and inspector completed a learning walk around the nursery.
- The inspector carried out a joint observation with the manager.
- The inspector observed teaching and learning both indoors and outside and evaluated the impact of adult interactions on children's development.
- The inspector held discussions with children, staff, parents and the management team at various times during the inspection. Their views and comments were considered.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with 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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