

Inspection of Timperley Village Day Nursery LTD

264-266 Stockport Road, Timperley, ALTRINCHAM, Cheshire WA15 7UT

Inspection date: 31 August 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and secure. They continuously demonstrate how much they enjoy attending through their broad smiles, playfulness and positive attitudes to learning. Children are curious and confident when exploring the environment. They are content and display a strong sense of belonging. Children have secure and trusting bonds with the staff team who are extremely kind, caring and patient in their approach. Attachments in the baby room are particularly strong. Children behave well for their age. They are beginning to understand right from wrong through the clear and consistent guidance given by staff. For example, young children are gently reminded to share and take turns as they play together. Older children understand routine as they follow instructions to help tidy away resources. Children show kindness and concern for one another as they play harmoniously throughout the day.

Staff have high expectations of what children can achieve. Consequently, children benefit from a well-planned and sequenced curriculum. Their interests are a clear vehicle for supporting their continued learning and development. For example, toddlers who enjoy making cakes with play dough are later encouraged to participate in a baking activity. Pre-school children express an interests in boats. Staff immediately embrace this and encourage children to make boats from paper. They carry out their own experiments as they race their boats and test whether they float or sink.

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

- Staff know their children well. They gather detailed information from parents when they first start at the setting and use this to plan purposeful activities that support their good progress from the outset. Staff provide exciting learning experiences that motivate children to learn. However, on occasion, quieter, less confident children are not always included in group activities. This means that they do not always benefit fully from the learning opportunities provided.
- Children have plentiful opportunities to develop their self-care skills and independence. Staff encourage children to make independent choices about what they would like to play with. Children serve themselves at mealtimes and are supported to pour their own drinks. However, not all staff consistently implement the nursery's hand-washing procedures, particularly after supporting children to blow their own nose.
- Children's personal, social and emotional development continues to be a focus following the pandemic. Staff efforts are evident. Children wave and welcome the inspector. They share toys with her and happily tell the inspector about what they enjoy at nursery. Children are becoming skilful communicators who are able to express their ideas and opinions. They are confident and resilient.

- Children thoroughly enjoy spending time outside in the wonderfully resourced garden area. They engage in activities that support the development of their gross-motor skills, such as climbing, balancing and operating wheeled toys. Children understand how to keep themselves safe when outside. For example, they know they must wear an appropriate sun hat. Young children demonstrate this by ensuring all of their friends have a sun hat and quickly pick up fallen hats and distribute them to their friends.
- Children are afforded rich and plentiful opportunities to learn about the world around them and the community in which they live. For example, special celebrations within the nursery reflect individual children's culture and heritage. Furthermore, children visit places of interest, such as the local pet shop. Most recently, they have adopted a gerbil called 'Stuart'. This teaches children about responsibility and how to care for living things as they help look after Stuart and the three rabbits that are part of their nursery family.
- Staff feel well supported in their roles. They benefit from robust supervision arrangements and observations of their practice. Staff welcome the feedback they receive from leaders to help them improve their practice further. Staff engage in many training opportunities that have a positive impact on outcomes for children. For example, they have attended language training which has enabled them to swiftly identify children who may require extra support.
- Parents' comments are overwhelmingly positive. Despite not having access to playrooms as the nursery continues to follow local guidance, parents report that they feel exceptionally well informed. They describe staff as an "absolute credit" and proudly share the progress that their children have made since attending.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of their role and responsibility in protecting children from harm. They confidently discuss many safeguarding scenarios, describing the precise action they would take if they had concerns about the welfare of a child. Leaders regularly test their understanding and ensure that they attend training to keep their knowledge up to date. Staff are vigilant and are deployed effectively. They complete detailed risk assessments which ensure children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- support staff to further develop their teaching skills so that those less-confident children benefit from the learning opportunities provided
- ensure that staff consistently follow the nursery's hygiene procedures and help children to develop an understanding of the importance of hand washing.

Setting details

Unique reference number	EY482003
Local authority	Trafford
Inspection number	10210546
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	54
Number of children on roll	56
Name of registered person	Timperley Village Day Nursery Limited
Registered person unique reference number	RP534024
Telephone number	0161 980 4191
Date of previous inspection	21 September 2021

Information about this early years setting

Timperley Village Day Nursery LTD registered in 2014. The nursery employs 10 members of childcare staff, eight of whom hold recognised early years qualifications at level 3 and above. The nursery opens Monday to Friday, from 7am to 6pm, all year round, except for public holidays and one week at Christmas.

Information about this inspection

Inspector
Karen Cox

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A joint observation of an activity was carried out with the manager.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.
- Documentation was considered, including evidence of the suitability of staff, qualifications and first-aid certificates.

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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