

# Inspection of Juice Nurseries Limited

Old Town Hall, 20a Market Street, Altrincham WA14 1PG

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Inspection date: 21 July 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 have a positive start to their education at the nursery. They explore the wealth of resources on offer, playing in collaboration with each other. Children show confidence and resilience. For example, they concentrate as they build towers. When the towers fall down, children giggle, eager to build them again. Children are confident, happy and safe.

Children behave well. They include everyone in their games, creating a welcoming atmosphere for all children. Older children have an opportunity to vote for which story they would like to read. This helps to promote children's understanding of democracy as they learn that everyone has a right to express their own preferences.

Children have lots of opportunities to learn about the world around them as they explore their local community. For example, they visit the library and have 'muddy mornings' at the local park. Older children use the adjacent town hall for exercise sessions. Younger children enjoy the same classes at the nursery which supports their physical development. Children use the outside area daily. The space is tailored to meet the needs of children of all ages. Staff have high expectations of children's learning. High-quality teaching contributes to the good progress children make over time.

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

- Staff know their key children well. They track children's progress to help them decide what they want children to learn next. Staff plan engaging opportunities to help children to meet these next steps. This helps staff to develop a balanced and tailored curriculum for every child.
- Staff skilfully extend children's learning as they play. For example, as children pretend to be pirates, staff hide coins in the sand. They encourage children to use tweezers to find them, helping children to develop their hand-to-eye coordination and fine-motor skills.
- Communication and language are well supported. For example, children are screened and targeted support is put in place if required. Older children learn a wealth of new vocabulary as they join in with activities, such as 'squeeze' and 'knead' as they make dough. Children become confident communicators.
- Activities are interesting and capture children's attention for extended periods of time. For example, children beam with excitement as they make their own pizza. Children who are familiar with this activity from home act as positive role models for other children. All children are enthusiastic to learn which helps them to become fully engaged in their learning.
- Children are polite and well mannered, showing care and consideration towards

one another. Staff model positive behaviour for children. They have warm and caring relationships with children, offering them cuddles and reassurance.

- Pre-school children are well prepared to start their journey to school. They practise dressing themselves in school uniforms. Photos of their future schools decorate the wall and children comment that they enjoy looking at them. This helps to promote smooth transitions to school.
- Children show very good personal hygiene and independence skills. Even the youngest children wash their own hands and put their tissues in the bin. Toddlers take their own shoes and socks off to play in the sand. They show perseverance when they find this tricky. Children become confident in managing their own self-care.
- Provision for children with special educational needs and/or disabilities (SEND) is strong. Additional adults support children. The nursery works closely with the local authority and makes timely referrals to speech and language therapy when required. Children's unique needs are given the utmost consideration so that they are supported to access the curriculum. They make good progress.
- On occasion, the deployment of staff does not fully support children's learning. For example, staff do not always help when children drop their bowls of food or support children's behaviour in a timely manner. This means some children become restless and behaviour expectations are not consistently reinforced.
- Parents are very happy with the nursery. They praise the communication they receive. The nursery keeps parents updated with children's progress. They send home learning bags to support specific areas of children's learning at home, such as toilet training. Children benefit from the strong partnerships between parents and the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff undergo safeguarding training to help keep their knowledge up to date. Parents use a biometric system to enter the building and ring a bell to be let into any area with children. This helps to keep the nursery secure. Staff assess risks and adjust activities as appropriate to help keep children safe. The nursery is committed to keeping children safe in extreme hot weather. They consider the risks and take decisions on the opening of the nursery that best supports children and staff welfare.

## **What does the setting need to do to improve?**

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

- consider how staff are deployed in order to support children's learning and behaviour at all times.

## Setting details

<b>Unique reference number</b>	EY357973
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10109752
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	88
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Juice Nurseries Limited
<b>Registered person unique reference number</b>	RP906977
<b>Telephone number</b>	0161 929 7470
<b>Date of previous inspection</b>	10 October 2013

## Information about this early years setting

Juice Nurseries Limited registered in 2007 and is based in Altrincham. The nursery opens from Monday to Friday, 7.30am to 6pm, for 51 weeks of the year. The nursery employs 21 members of childcare staff. Of these, one member of staff holds early years teacher status, one holds an appropriate childcare qualification at level 6, six hold qualifications at level 4 and eight hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nursery and has taken that into account in their evaluation of the nursery.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs and/or disabilities coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation with the managers.
- Parents shared their views of the nursery with the inspector.
- The nursery provided the inspector with a sample of key documentation.

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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