

Inspection of Daintry Hall Day Nursery Ltd

Church Lane, North Rode, CONGLETON, Cheshire CW12 2PE

Inspection date: 24 August 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The philosophy of this nursery, 'to care and educate the whole child', is what makes the setting so special. Children are comforted and extremely supported when they first attend. Their emotional well-being is given the utmost priority. The children are very happy and settled, as they are safe and secure. Staff are highly skilled in supporting children who may need additional emotional support, offering extra sessions to help children settle, for example. There are a wealth of opportunities for children to learn about the natural world. They use their senses to explore the unique and vibrant woodland area. For example, they make a scarecrow, and one child confidently recalls that 'it is to scare the birds from eating our seeds.' This demonstrates that children are developing a knowledge and understanding of the world around them.

Children flourish and develop exceedingly well. They have high levels of self-esteem and are extremely confident. Staff have high expectations, a nurturing manner and well-established routines to support children's outstanding behaviour. Children are surrounded by attractive reading materials. Story time is a joyous occasion, where children cannot contain their excitement. Children learn an array of stories and rhymes, which encourages their language and literacy development. For example, as they talk about a 'bear hunt', children enjoy telling their friends what 'squelching' sounds like if they jump in mud.

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

- Staff are highly skilled at planning for children's interests and building on what children already know. They prepare and plan resources for mark making, which children turn to spontaneously. For instance, children make postcards, as some have been on holiday. Children gain excellent early writing skills, which help to prepare them well for school.
- The curriculum for physical development is extremely ambitious. Staff use their spacious garden expertly well, providing activities that have a positive impact on children's physical health. For example, the children run down the steep hill at extreme pace, making their own decisions about direction and speed. They run around the forest garden, using creative thinking by moving the tunnels to weave in and out. This means that children are able to measure their own risk and be active.
- Positive relationships are a hallmark of this remarkable, happy nursery. Children behave exceptionally well. The staff are exemplary role models. They have extremely high expectations of children and teach them about respect and tolerance. For example, the children sit together at lunch and each take turns serving themselves and waiting patiently for their friends to finish before they go to play. Children are extremely independent.

- Children are afforded exquisite opportunities to learn from the world around them. The staff recently planned a project for an ice-cream parlour. They researched with the children how ice cream is made and watched how cows are milked. They walked to the cow field, to see the cow's udders and learn where milk comes from. Children then made their own ice cream and revisited their learning. These fantastic learning moments effortlessly create fascination in their young, enquiring minds and increase communication and language.
- Staff's interactions ignite children's thirst for learning. For example, staff colour the water in the water tray so that children cannot see different objects and ask children to pick them out and describe them. This supports children's problem solving and thinking skills.
- Staff know children well and quickly recognise when children may need further support. They work closely with parents and other agencies to secure extra funding for resources. Children with special educational needs and/or disabilities are exceptionally well supported. For example, staff use a visual timetable and advance-notice signals to the next activity, ensuring all children are given enough time to understand the routine. This enables all children to be fully included and make the same excellent progress to prepare them for school.
- Partnership working with parents is exceptional. Typical comments include 'the staff are amazing and have such loving connections with my children.' Parents are updated on their child's progress by daily discussions and online forums. Home learning is actively promoted. For example, staff make learning packs for parents to support children with potty training, hospital visits and transitions to school. These help to provide a consistency of care for every child.
- This nursery exceeds in supporting all children in the setting. The babies giggle with delight as they explore musical instruments, and the toddlers enjoy experimenting with threading pasta through a sieve and planting seeds. In the pre-school room, children play in groups. For example, children build a train track and make it higher, using piles of books to create a bridge. Children are able to extend their play, work together to solve problems and extend their learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an outstanding culture of safeguarding in this nursery. Children's safety, welfare and well-being are at the heart of the nursery's work. Leaders and staff have regular training and are aware of potential risks. They are vigilant and know how to raise and report concerns. They share information with agencies to make sure that children at risk are protected and supported. Effective record keeping and processes are in place. Children learn about keeping themselves safe. For example, using the home corner as a dentist-themed play space gives the children opportunities to learn how to brush their teeth safely. Stringent procedures ensure staff's ongoing suitability.

Setting details

Unique reference number	EY408426
Local authority	Cheshire East
Inspection number	10109808
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	52
Number of children on roll	94
Name of registered person	Daintry Hall Day Nursery Limited
Registered person unique reference number	RP907325
Telephone number	01260 223568
Date of previous inspection	16 December 2014

Information about this early years setting

Daintry Hall Day Nursery Ltd registered in 2010. The nursery opens Monday to Friday, all year around. The sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery employs 22 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 to level 7.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provision.
- The managers discussed with the inspector how they use the premises and resources with the children.
- The inspector spoke with the managers, staff and children at appropriate times throughout the inspection. She took account of parents' views through discussion.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the managers and completed a joint observation with the staff of a planned activity to assess the quality of teaching and learning.

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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