

# Inspection of Copper Beeches Day Nursery Ltd.

16 Barkers Lane, Sale, Cheshire M33 6RG

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Inspection date: 12 August 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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| Overall effectiveness at previous inspection | Outstanding |
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children's eagerness to play fills the air in this vibrant nursery. They have adapted well to changes in routines, following the COVID-19 pandemic. For example, children settle quickly when separating from their parents in the morning. The key-person system is effective. Staff spend time getting to know the children, which supports children's emotional well-being.

Children show positive attitudes towards their learning and explore their own ideas. For example, children say, 'I'm writing the baby register', while making marks on paper. They develop their small-muscle skills while mixing play dough and as they 'break the ice' to release toy sea creatures. Children play well together, such as when making 'bug blasters' with small construction blocks and when building a train track. They develop their imaginations, such as when 'speaking' on the toy telephone and when drawing 'a super sonic monster who can run fast'. Children have many opportunities to practise their counting skills. Babies learn to turn the pages of books. They learn to climb steps and delight as they go down the slide. Babies show developing large-muscle skills while pulling themselves up and bouncing on soft-play apparatus.

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

- Leaders are passionate in their mission to 'provide high-quality childcare in an enriched learning environment' and to give children 'the best start in their educational journey'. The views of children, parents and staff inform self-evaluation, helping leaders to reflect on how to further improve.
- Overall, staff provide children with a curriculum which follows children's interests and builds on their existing knowledge. For example, a recycling topic helps children to learn that rubbish in the ocean can cause 'animals to get poorly'. However, the planning and implementation of some activities does not always fully promote children's engagement. As a result, children do not consistently make the most progress in their learning.
- Children learn about the world around them. They go on trips to the local area and to the library. Staff organise events such as 'countries of the world week' where children learn about different cultures and try foods from around the world.
- Staff foster children's love of reading by providing children with a good range of books. They interact with children throughout the day. That said, on occasion, staff model letter sounds incorrectly. Sometimes, they ask narrow questions without always giving children enough time to think and respond. Staff introduce some challenging words, without enabling children to understand them fully. This means that staff's interactions with children are not always fully effective in promoting children's communication, language and thinking skills.

- Children serve themselves healthy food and wash their hands before eating. However, some staff do not consistently follow good hygiene practices. For example, on occasion, they do not wash their hands after wiping children's noses or help children to do this. Staff do not always teach children to cover their mouths when they cough. This does not fully promote children's good health or their understanding of how to stay healthy.
- Children show good behaviour and are curious about others. They asked the inspector, 'What are you doing?' and, 'Do you like my sandals?' Children have a strong sense of belonging and know where to put their drawings.
- Partnership working is excellent. Staff make strong links with the schools that children move on to. They work with external professionals to get children with special educational needs and/or disabilities the support that they need to thrive. Parents cannot praise the nursery enough. They comment on how caring the staff are and value the communication about their children's care and learning. They attend special events, such as their children's 'graduation'.
- An effective programme of personalised training and support helps staff to maintain high levels of well-being. It allows them to reflect and continue to improve their practice. Staff say that the nursery is 'like a family'.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders follow robust recruitment procedures to ensure that staff are suitable. Staff access training in safeguarding, and leaders check that this knowledge is up to date. Staff know the referral procedures to follow should they have concerns about children's welfare or the conduct of a colleague. They understand safeguarding issues, such as sexual abuse and county lines. Leaders ensure that the premises are secure. Staff follow risk assessments to keep children safe. For example, they complete headcounts before and after outdoor play. Staff check sleeping children regularly and ensure that they are always within sight and hearing.

## **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 consistently plan and implement activities which promote children's engagement and help them to make the best possible progress with their learning
- provide staff with even more incisive feedback around their interactions with children, to fully promote children's communication, language and thinking skills
- help staff to consistently follow and teach good hygiene practices, to promote children's good health and their understanding of how to stay healthy.

## Setting details

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| <b>Unique reference number</b>                     | EY332730  |
| <b>Local authority</b>                             | Trafford  |
| <b>Inspection number</b>                           | 10109735  |
| <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>                      | 46  |
| <b>Number of children on roll</b>                  | 69  |
| <b>Name of registered person</b>                   | Copper Beeches Day Nursery Limited  |
| <b>Registered person unique reference number</b>   | RP902713  |
| <b>Telephone number</b>                            | 0161 973 8829   |
| <b>Date of previous inspection</b>                 | 28 May 2015   |

## Information about this early years setting

Copper Beeches Day Nursery Ltd. registered in 2006. The nursery employs 14 members of staff. Of these, 11 hold early years qualifications at level 2 and above. This includes one qualification at level 5 and one at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

David Lobodzinski

## 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, the operations manager and the inspector completed a learning walk.
- A joint observation was carried out by the inspector and one of the managers.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- The views of parents were taken into consideration by the inspector, through written testimonials and discussions.

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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