

Inspection of Hale Day Nursery and Nursery School

Hale Day Nursery, 60 Bankhall Lane, Hale, Altrincham WA15 0LG

Inspection date: 7 October 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally happy in this nursery. On arrival, babies snuggle contentedly into their key person. Older children skip into the nursery, eager to see what exciting things the day holds. Babies explore the marks they make with paint covered autumn leaves. Toddlers listen intently to a member of staff reading 'Dear Zoo' before erupting into a lion roar. Children develop large motor skills by safely building dens at forest school. Children make excellent progress through the broad curriculum the staff provide. Staff constantly seek new experiences that build upon children's interests and extend their learning.

There are high expectations of all children and they respond with high levels of self-confidence. They enjoy challenge and show resilience as they run, climb and balance outdoors. Staff treat children with the utmost respect. Care routines are sensitive, staff ask children to take part and explain why. As a result, children learn to care for themselves and become very independent. The respectful behaviour modelled by staff is mirrored in children's exchanges with each other. Children work together, politely ask for help and begin to resolve conflict themselves. Parents know that their children will have fun and be safe in the staff's care.

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

- The curriculum is highly focused and provides children with the knowledge and skills they need for future learning. Learning across the seven areas is carefully sequenced to build upon what children know and can do. Staff know exactly what they want children to learn throughout their time at the nursery. All staff contribute to planning activities which build towards that ambitious goal. This inspirational pooling of expertise ensures children are challenged and highly motivated.
- Children remember what they learn and show high levels of engagement. For example, children eagerly await the arrival of the cook, who explains what is for lunch using sign language. Children then enthusiastically repeat the signs. Children learn five to six key signs in each room they move through and a 'sign of the week'. Pre-school children have built a large repertoire of sign language, which shows they retain knowledge well.
- Children benefit from focused teaching episodes, rich in new vocabulary. Children confidently use the new words they learn to communicate very effectively. For example, children learn about dental health and say, 'I will be a dentist soon'. They then tell friends who join the activity that there is fluoride in the toothpaste. At lunch, children tell staff that cheese contains calcium to make their teeth strong. Promoting clear speech and a wide vocabulary underpins all practice in the nursery. As a result, children communicate exceptionally well.
- The setting provides varied opportunities to learn, explore and test mathematical

concepts. Children count the legs of 'Mr Skinny Legs' the spider and catch certain numbers of toy speckled frogs from the tank. They share out conkers and put numbered ducks in order. As a consequence, children are interested to learn about number through play.

- Staff ensure their practice is inclusive. Barriers to children's learning are quickly identified through the use of assessment. Staff make highly effective plans to support children's progress. Staff work with other agencies to establish high levels of support for children. All children take part in outings with children's individual needs carefully considered. The use of sign language supports children who are non-verbal to be part of the nursery community. As a result, all children make good progress.
- Staff provide a rich variety of experiences to promote children's understanding of the world. Children learn from visitors from different cultures, vocations, backgrounds and religions. Children enjoy tasting foods and exploring clothes from different cultures. Children enjoy bus trips to feed the ducks and visit a church, where they sing for care home residents. All parents are asked to share their culture and staff seize upon opportunities to celebrate diversity.
- An exceptionally strong key-person system ensures children feel secure and happy. The key person knows the children well. This ensures learning is unique to the individual child. The key person works closely with parents and carers to ensure children's needs are met. Parents have opportunities to share in their child's learning through weekend stay-and-play sessions and regular contact with staff. Families take part in weekly challenges, which continues children's learning at home.
- Staff receive support and training to achieve their shared vision of nurturing life-long learners. The manager ensures staff maintain high levels of enthusiasm by supporting their well-being. As a result, staff continually strive to provide an even higher standard of care and education for all children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure highly effective safeguarding practice is ingrained in daily routines. Through regular training, staff are acutely aware of the signs that a child could be at risk of abuse. All staff have an excellent understanding of the procedures to follow if they have any concerns. Checks are carried out to ensure all staff are suitable to work with children. Leaders ensure safety policies are fresh in staff's minds by setting weekly challenges to test their knowledge. The nursery holds 'Millie's Mark' accreditation. This means every member of staff is first-aid trained and well equipped in an emergency. The setting teaches children how to keep themselves safe. For example, in forest school, children learn the skills they need to climb a tree, attend a campfire or meet a dog safely.

Setting details

Unique reference number	2597611
Local authority	Trafford
Inspection number	10251449
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	75
Number of children on roll	153
Name of registered person	Elmscot Group Limited
Registered person unique reference number	RP910343
Telephone number	0161 980 7019
Date of previous inspection	Not applicable

Information about this early years setting

Hale Day Nursery and Nursery School initially registered in 2011 and re-registered in 2020. The nursery is open Monday to Friday, from 7.30am to 6pm. There are 30 members of staff. Of these, one holds an early years qualification at level 2, 13 at level 3, one at level 5 and six at level 6. One member of staff holds early years professional status and one member of staff holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Myatt

Inspection activities

- This was the first routine inspection the provider 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 the inspector took a learning walk together through all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about their learning throughout the inspection.
- The manager and the inspector carried out joint observations of group activities.
- Parents and carers shared their views of the setting with the inspector.
- The inspector and the manager had discussions throughout the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector viewed key documentation, including evidence of suitability and qualifications.

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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