

Inspection of Sale Private Day Nursery Limited

96 Northenden Road, Sale, Cheshire M33 3HB

Inspection date: 9 November 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 experience positive interactions with staff, who help them to learn and develop. They are happy and safe. Children form close relationships with familiar staff and feel reassured with cuddles. They listen intently, as staff read 'Room on the Broom'. Children join in enthusiastically and eagerly anticipate what will happen next. This helps to promote children's early literacy.

Children take part in fitness classes each week. This helps to promote their physical development as well as health and well-being. Children take part in fundraising and help to collect food for the local food bank. They develop a sense of community as they learn about the impact this has on others.

Children explore the variety of resources on offer. They play outside daily in the large outdoor spaces. Pre-school children move freely from inside to outside, making choices about how they spend their day. Pre-school children become explorers and scientists as they learn about magnets. They eagerly investigate which objects are magnetic and which are not. Children learn lots of new things. They respond well to the high expectations staff set for them. Children behave well.

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

- Staff know children well. They assess children to help them to identify what they need to learn next. Staff plan a wide variety of activities for children, to help them to achieve their next steps. Children make good progress in their learning.
- Counting and numbers are taught through play. For example, toddlers count along as they sing 'Five Little Ducks'. Pre-school children choose a numeral and match the correct number of pennies to it during snack time. Children develop sound knowledge of early mathematical concepts.
- Strategies are put in place to support children with special educational needs and/or disabilities (SEND). For example, staff make sure that children can see their faces and speak slowly and clearly. The special educational needs and/or disabilities coordinator supports staff by offering advice and developing strategies to support children. Children with SEND receive good support.
- Children's communication and language skills are well supported. The nursery has a designated staff member who provides support and advice to staff. Staff consider how they speak to children of different ages. For example, they talk to babies in short, clear sentences, focusing on key words. Over time, children become confident communicators.
- Children develop their independence skills. For example, pre-school children wash their hands and choose what they want for snack. They peel fruit and pour their own drinks. Children choose where they would like to sit and engage in

friendly interactions with their friends. Afterwards, children know where to put their rubbish and cups. Children learn to be responsible individuals.

- Children develop positive attitudes towards learning. They show a high level of engagement in the activities provided. For example, babies show resilience as they try to fit pieces of a train track together. They are encouraged to keep trying even when it is difficult. Children develop confidence in their own abilities.
- At times, children's diversity is celebrated. For example, children share pictures of their family and learn that all families look different. They develop a positive attitude towards others. Children learn about Diwali and explore cultural dress. However, not all children's home cultures are shared and celebrated. This means that not all children have opportunities to share their heritage.
- Children who speak English as an additional language receive some support to help them to learn English. For example, staff learn key words in children's home languages and use objects of reference to support children's understanding. However, this support is not consistent throughout the nursery. This means that not all children are fully supported to learn English and to develop and use their home language.
- Staff take part in a variety of training to help them to fulfil their roles, for example safeguarding and first aid. Staff are consistently encouraged to develop their knowledge and skills so that staff practice improves over time.
- Parents are very happy with the care provided. They particularly praise the communication they receive throughout the day, including photos and updates. This helps parents to understand what children have been learning, so this can be extended at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding and are alert to different types of abuse. All staff know how to report any concerns they have. Staff take part in safeguarding training to help keep their knowledge up to date. The nursery manages allergies and dietary preferences well. Meals are prepared separately and served on a different coloured plate. This helps to keep children safe at mealtimes. Staff teach children to safely walk up and down the stairs in the building. Gates are used on each level so that children do not access stairs unsupervised.

What does the setting need to do to improve?

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

- develop teaching about diversity so that all children's cultures are shared and celebrated
- strengthen the support for children who speak English as an additional language, so that it is consistently strong across the nursery.

Setting details

Unique reference number	EY290492
Local authority	Trafford
Inspection number	10234848
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	1 to 4
Total number of places	125
Number of children on roll	110
Name of registered person	Sale Private Day Nursery Limited
Registered person unique reference number	RP524772
Telephone number	0161 905 1110
Date of previous inspection	23 November 2016

Information about this early years setting

Sale Private Day Nursery Limited registered in 2004 and is based in Sale, Greater Manchester. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday. It employs 31 members of childcare staff. Of these, two hold an appropriate early years qualification at level 6, two at level 5, 18 at level 3 and three at level 2. 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 setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the manager.
- The manager provided the inspector with a sample of key documentation on request.

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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