

Inspection of The Cheshire Day Nursery @ Winwick

Hollins Drive, Winwick, WARRINGTON WA2 8RS

Inspection date: 19 April 2023

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

Children thrive in this wholly inclusive setting, where their unique needs are warmly celebrated. All children demonstrate exceptionally positive attitudes to learning and are deeply engaged in activities of their choosing. A skilfully constructed, bespoke and unique curriculum reflects children's individual needs. Staff effortlessly offer challenge, differentiation and an abundance of opportunities for children to recall previous learning and build on what they already know. Children display a real passion and thirst for learning.

Children's behaviour is exemplary. Staff are consistent in their approach and use strategies that reflect the ages and developmental stages of children. This culminates in children being able to self-regulate superbly. For example, babies begin to identify their own emotions, while older children employ previously taught strategies to help them to calm and re-engage in learning. This means that children are ready to learn and remain highly motivated as they explore their environments with impressive confidence and determination.

Staff are acutely aware of the continuing impact of the COVID-19 pandemic. As such, they have implemented purposeful strategies, such as language screening and 'word flowers', and placed a huge focus on children's personal and social development. As a result, children are making exceptional progress and any emerging gaps in learning have closed rapidly.

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

- Staff give meticulous consideration to children's learning environments in order to provide children a wealth of opportunities to practise their skills and extend their learning further. For example, babies explore play dough and begin to squeeze and squash the dough with their hands. Toddlers use tools to create shapes and structures, having developed their small-muscle control skills. Pre-school children operate scissors confidently, having refined the essential skills needed in their prior learning.
- Children's love of literacy is abundantly clear. Staff promote an extremely positive love of books, songs and rhymes. Children continuously select their own stories and seek out staff and friends to share them with. Enticing spaces in each environment promote countless opportunities for children to handle and engage with books.
- Staff effortlessly deepen children's mathematical awareness. This is achieved through everyday routines, where children count and problem-solve. Children explore simple mathematical equations and use mathematical language throughout their play. They excitedly discuss the size of objects, using language such as 'gigantic', and make comparisons as they sort, categorise and match

quantities to written numbers.

- Staff give exceptional consideration to ensuring that children are well prepared for life in modern Britain. They support children to develop respect for different people and highly value their own uniqueness and the people around them. For example, children impressively use sign language, as staff have taught them that not everyone can communicate with the spoken word. This means that children are able to converse with their friends and build positive relationships and creates a wonderful sense of belonging. As a result, children have remarkably elevated levels of self-esteem and self-assurance.
- Bespoke transitions that truly reflect children's individual needs ensure that they are exceptionally well prepared for the next stage of their learning. For example, staff share detailed information about children's routines and prior learning, coupled with images of the children's new environments. This ensures that transitions are seamless and children are ready and able to continue their learning with confidence and enthusiasm.
- Children with special educational needs and/or disabilities are superbly supported. The special educational needs coordinator is extremely knowledgeable and proactive in supporting families. Staff are meticulous in their approach to working with other agencies. This means that children very swiftly receive the support they need to excel.
- Parent partnerships are robust and highly successful. This contributes significantly to the continuity in children's care and education. Parents' comments are overwhelmingly positive. They share with pride the progress that their children have made since attending and describe their experience as 'amazing' and 'outstanding'.
- The manager and senior leadership team are passionate and highly knowledgeable. Collectively, they lead an enthusiastic and dedicated staff team, who are highly driven to ensure that every child has the very best possible start in life. Staff truly benefit from a meticulous cycle of support, coaching and purposeful training. Staff well-being is given high regard. They report that they feel highly valued and exceptionally well supported. This results in an extremely positive environment, where children are very clearly at the heart of everything that they do.

Safeguarding

The arrangements for safeguarding are effective.

Children demonstrate an impressive awareness of how to keep themselves safe. They confidently recite the rules when engaging in forest school activities and can recognise potential hazards, such as chairs not tucked under tables. This highlights how they are developing essential skills for the future. Staff have a securely embedded knowledge and understanding of their role and responsibility in protecting children from harm. Frequent 'safety huddles' ensure that safeguarding practice, information and procedures are reviewed, acted upon and cascaded immediately. This ensures that children's safety and wellbeing is paramount.

Setting details

| | |
|--|---|
| Unique reference number | EY489590 |
| Local authority | Warrington |
| Inspection number | 10286607 |
| 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 | 137 |
| Number of children on roll | 148 |
| Name of registered person | The Cheshire Day Nursery Limited |
| Registered person unique reference number | RP904296 |
| Telephone number | 01925 655 498 |
| Date of previous inspection | 23 July 2019 |

Information about this early years setting

The Cheshire Day Nursery @ Winwick registered in 2015. It is one of five nurseries run by the Cheshire Day Nursery Group. The nursery employs 24 members of childcare staff. Of these, 23 hold appropriate early years qualifications ranging from level 2 to level 6. Two members of staff hold qualified teacher status. The nursery opens from Monday to Friday, for 52 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Karen Cox
Denise Farrington

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account of their evaluation of the setting.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors carried out joint observations with the qualified teachers who support the nursery.
- The inspectors held discussions with senior leaders, staff, children and parents at appropriate times during the inspection.
- The inspectors looked at a sample of documentation, including evidence of the suitability of staff and first-aid 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023