

# Inspection of Broussa Day Nursery & Nursery School

27 Warwick Road, Hale, Altrincham WA15 9NP

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Inspection date: 30 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is outstanding

Staff provide children with a first-class experience at this unique nursery. Leaders focus heavily on ensuring that children have a voice, feel safe and are respected. They provide opportunities for children to learn about democracy and develop their negotiation skills and partnership working in the children's council. Children contribute to the menus, choose resources and make decisions about the environment. They transfer these skills into their independent play. When working as a team to make play dough, children share their views on how to make the correct consistency. They sensitively guide their friends, offering hints and tips, such as 'more flour makes it drier'. Children listen carefully to each other, waiting patiently for their turn to speak. Staff are excellent role models. They instil a culture of mutual respect and positive behaviour from an early age. Children behave impeccably and remind each other of the nursery's golden rules.

Communication and language development is a strength at the nursery. Staff support children to communicate using signs from a young age. Babies automatically sign 'please' and 'thank you' at mealtimes. This is particularly beneficial when staff are helping children who need extra support with their speech. Older children explore new vocabulary, such as 'underground', 'erupt' and 'collision'. Staff encourage children to think about the meaning of new words and how they might use them in a sentence. This helps children to build on their comprehension skills. Children are confident, articulate communicators who are very well prepared for the next stage in their learning.

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

- Leaders are passionate and dedicated to providing children with a bespoke experience. They use their in-depth knowledge of child development to plan and implement a unique curriculum that helps all children to flourish. Leaders focus primarily on providing children with nurturing, high-quality interactions to help them form strong attachments. They recognise that emotional security provides the foundations for future learning. All children, including children with special educational needs and/or disabilities (SEND), make exceptional progress from their starting points.
- Support for children with SEND is well-embedded. Highly trained staff are strategically deployed with different age groups to identify gaps in learning at the earliest opportunity. The communication champion takes the lead for additional speech screening. Staff swiftly implement targeted support that helps children to make rapid progress. Children who started the nursery with limited speech now communicate confidently. Consequently, there are very few children at the nursery who require support from outside agencies.
- Children display impressive levels of engagement and concentration. Babies

watch patiently as staff model how to put shoes on. They show persistence and determination as they build on what they can already do and put on their own shoe. Toddlers engage for lengthy periods as they fill and empty a range of vessels with water. They work together to identify different smells, such as mint, and count how many cups it takes to fill a container. Children are eager, motivated learners with wonderful attention skills for their age.

- Literacy development is very well promoted. Babies develop a keen interest in books from an early age. Toddlers draw accurate representations of their family. Older children make up their own stories, using their wonderful imagination. Staff support children to think about a beginning, middle and end, further enhancing their understanding of the structure of stories. Children are developing important skills needed for school.
- Independence is seamlessly threaded throughout the nursery's routines. Young babies confidently recognise their picture when finding their own water cup. Older babies use knives and forks to feed themselves and self-serve their food. Toddlers follow the 'now and next' board at tidy-up time, understanding what is expected of them. Children demonstrate a range of skills that are beyond expectations for their age.
- Children learn about equality, diversity and different cultures in unique ways. They receive visits from Paralympians and people with guide dogs to broaden their understanding of disability. Grandparents from other countries visit and read children stories in other languages, such as Spanish. Parents and children who speak Spanish then support their friends to translate the story. Parents visit the nursery to teach children about their occupations, cultures and traditions. Children are learning first-hand about similarities and differences. This helps to deepen their understanding of life in modern Britain.
- Leaders implement a robust programme of professional development. Highly trained staff are deployed effectively to offer an abundance of support and model excellent practice. Apprentices and newer staff are allocated a buddy to shadow and seek support from. Staff have completed children's mental health training to support children following the COVID-19 pandemic. Leaders complete emotional literacy training to support children to manage their feelings and disseminate this to the team. Staff are very alert to the needs of children and adapt their professional development focuses to match these. This ensures that children consistently receive the very highest quality of education.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders are very knowledgeable about safeguarding matters, particularly those prevalent in the local area. They broaden their knowledge by completing training on affluent neglect, adverse childhood experiences and the trio of vulnerabilities. Staff are alert to indicators that children may be at risk of harm. They have a robust understanding of referral procedures, including how to refer beyond the leaders if necessary. Leaders implement secure procedures for safe recruitment.

## Setting details

<b>Unique reference number</b>	EY493982
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10276368
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	65
<b>Number of children on roll</b>	152
<b>Name of registered person</b>	Elmscot Group Limited
<b>Registered person unique reference number</b>	RP910343
<b>Telephone number</b>	01619285178
<b>Date of previous inspection</b>	12 July 2017

## Information about this early years setting

Broussa Day Nursery And Nursery School re-registered in 2015 and is situated in Altrincham. The nursery employs 31 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 and above. The nursery operates between 7.30am and 6pm, all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kayte Farrell

## 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 manager and has taken that into account in their evaluation of the nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with the manager, staff, parents and children at appropriate times throughout the inspection. Written feedback from parents was also considered.
- Leadership and management discussions were held with the leaders throughout the inspection. The inspector checked documents relating to the suitability of staff. They checked qualification certificates and paediatric first-aid certificates.

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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