

# Inspection of Roosters Day Nursery

6 Brassington Terrace, Den Lane, Wrinehill, Crewe, Cheshire CW3 9BT

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Inspection date: 12 September 2023

**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 Inadequate

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

### **The provision is good**

Children are extremely happy at the setting. For example, they eagerly run into the setting when their parents or carers drop them off at the door. This demonstrates some of the bonds children have formed with staff. When children become slightly unsettled, staff provide the children with lots of love and cuddles. This supports children to settle very quickly. Younger children enjoy the cause and effect as they bang objects together or bang on the drums. Children of all ages, move freely as they explore their environment. Babies start to pull themselves up and start to take steps as they learn how to walk.

Older children start to assign meanings to marks they make as they draw and paint. Staff are very patient and positive role models to the children. They are consistent in their approach to managing children's behaviours. For example, staff regularly talk to children about their actions. This supports children to quickly learn what is expected of them. Consequently, children behave extremely well. Older children use their imagination as they re-enact the familiar story about pigs. They work well together as they share their ideas. The curriculum covers all areas of learning. Staff have high ambitions for every child. This ensures that all children, including children with special educational needs and/or disabilities (SEND), make good progress in their learning.

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

- Since their last inspection, leaders have taken steps to help improve the overall quality of the setting. For example, they have made changes to their use of supervisions. This has helped to improve the quality of teaching and learning that children receive to a good level. However, there is scope to enhance staff's questioning techniques, to enable children to develop their thinking skills even further.
- Staff speak very positively about how leaders support their own well-being. Leaders use supervisions to help identify any training needs for staff. They have regular discussions with staff about how they can further improve their own practice.
- The curriculum is designed to build on what children know and can do in stages. Staff plan a range of activities that cover all areas of learning. However, at times, staff do not fully differentiate activities to help children remain engaged and provide stretch and challenge to the most able children.
- Leaders place focus on supporting children's language development. Staff read stories very clearly. They read with lots of expression. This helps children to become completely absorbed in the story they are listening to. Staff ask the children questions about the story. Children's knowledge shines through as they answer the staff's questions about familiar stories. This helps children to start to

develop a love of books. Older children communicate extremely well.

- Staff know their key children very well. They meet children's individual needs well. Staff find out children's starting points from parents. They then continue to observe and assess children's development over time to help identify any gaps in their development. Where concerns are raised, staff gather and share information with parents and other professionals. They use this information to help develop plans for those children. This process ensures that children with SEND receive the timely and specialist help they require.
- Parents and carers could not speak more highly of the setting. They describe staff as attentive, caring and loving towards their child. Staff provide parents with lots of support and advice for how they can continue their child's learning at home. In addition, staff keep parents fully informed of their child's development.
- Hygiene practice has improved since the last inspection. Staff regularly wash children's hands at key points during the day. They clean resources and equipment regularly. Staff provide the children with balanced meals. Children help themselves to water throughout the day. This helps children to start to learn how they can stay healthy and clean.
- Staff use a range of activities throughout the year to teach the children about others. Children are taken on lots of trips in their local community to learn about their wider community. Children show high levels of care and respect towards one another.
- Settling-in sessions are tailored to each child's needs. Staff recognise and immediately respond to children where they show signs of tiredness, hunger and require changing. This helps children to form lasting bonds with their key person.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager's knowledge of safeguarding has drastically improved since the last inspection. She demonstrates good knowledge of a wide range of abuse. She shares and gathers key information from other professionals who are involved with a child or their family. The manager and staff fully understand the action they should take if concerns arise about someone who works with or comes into contact with children. Leaders have made significant changes to risk assessment processes. This ensures that hazards are identified and steps are taken to remove or minimise the risk to children. The setting is safe and secure. It is clean throughout. Leaders have effective systems in place to ensure that children are kept safe while they sleep.

## **What does the setting need to do to improve?**

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

- strengthen staff's questioning skills so that they consistently give children more time to think and respond, to help develop children's thinking skills even further
- differentiate activities to help children remain engaged and to provide stretch and challenge to the most able children.

## Setting details

<b>Unique reference number</b>	218480
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10286683
<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>	44
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Mr Dennis Morris & Mrs Ruth Morris Partnership
<b>Registered person unique reference number</b>	RP906353
<b>Telephone number</b>	01270 820848
<b>Date of previous inspection</b>	21 March 2023

## Information about this early years setting

Roosters Day Nursery registered in 1997. The setting employs five members of childcare staff. Of these, two hold an early years qualification at level 6, one is qualified at level 4 and two are qualified at level 3. The setting opens from Monday to Friday, for 51 weeks of the year. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers out-of-school care for older children during the school holidays.

## Information about this inspection

### Inspector

Louise Chinyuku

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the setting and discussed the safety and suitability of it.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff and parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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