

# Inspection of High Hopes Day Nursery

Congleton Road, North Rode, MACCLESFIELD, Cheshire SK11 9JA

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Inspection date: 13 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## What is it like to attend this early years setting?

### The provision is good

Children settle quickly and are happy at the nursery. Leaders ensure that staff focus on building secure relationships with children and their families. Children and babies cherish the cuddle times that they have with staff. For example, babies crawl quickly to staff for reassurance and snuggle in tightly when visitors enter the room. Staff understand the development of babies extremely well, for instance they recognise babies' non-verbal cues when they need comfort.

Staff extend older children's thinking skills well. For example, when playing outdoors they challenge children to use their big arm muscles to throw balls through hoops that staff hold up high. Staff make certain that children enjoy being physically active. Children can hardly contain their delight as they giggle together when they take part in an egg and spoon race. Staff support children's knowledge of mathematics. For instance, older children learn the sequence of numbers up to ten. Younger children adore singing number songs and clapping along to the rhythm.

Children learn to be caring and considerate to one another. They help others to put on their coats when getting ready to play outdoors. Staff thoughtfully use a special song to indicate to the children that it is time to stop playing. They help children to learn how to tidy up the nursery resources. Children willingly join in this important task. They learn to be responsible.

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

- Leaders have designed a well-considered curriculum. Much of children's learning is well organised and supported skilfully by staff. Children progress well in their learning of essential knowledge. However, leaders have not helped some staff to understand all the nursery's curriculum. Some staff are unclear on how to implement what leaders intend for children to learn. This means that, on occasion, some children do not learn some of the curriculum securely.
- Staff encourage children to use new words to build on those that they already know. They sing, read and talk with children often. Staff help babies to learn precise new words by modelling the correct words, such as 'fire engine' for a toy. Children develop a rich and memorable vocabulary.
- Leaders have introduced a set of high-quality stories recently to enhance children's literacy skills. Staff read and re-read books skilfully and often with children. They provide ample time for children to make comments as well as to point and ask questions, including at shared reading times. Children love stories so much, they shout 'again' as they search for even more books to be read to them. They build their knowledge of different stories as well as how to use books carefully.

- Staff support children's personal development well. For example, they demonstrate to toddlers how to tidy up when they have finished playing. Staff model to older children carefully the tricky task of putting on their own coats by flipping them over their heads. Children learn how to care for themselves and their surroundings.
- Staff help children to understand how their behaviour affects others. For instance, they explain to the children how they can be helpful and kind, by holding open the gate to let each other pass through. Children learn how to consider the feelings of others.
- Leaders ensure that children's health is promoted well. They provide children with plenty of fresh fruit and freshly cooked meals. The aroma of the lunch being cooked on site wafts through the nursery as children play. Children discuss with staff their favourite vegetables. This helps children to understand the importance of healthy eating.
- Staff ensure that children follow a familiar routine in support of their well-being. For example, they help children to understand that it is time for a sleep after their lunch. Younger children run to their special beds as they prepare for a much-needed rest after their busy morning. This helps these children to feel safe and secure at the nursery.
- Staff provide children with well organised opportunities to practise their mathematical knowledge. For example, they ask older children to predict how many knives and forks they will need to set out for lunch. Children learn essential knowledge about numbers.
- Leaders help the staff team in each room to improve their collective support for children's learning. However, leaders do not focus training enough on the needs of some individual staff. This means that some staff's efforts to support children's learning do not build and improve over time.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- build staff's knowledge of leaders' intended curriculum so they are confident with what leaders intend for the children to learn while they are at nursery
- increase targeted support, mentoring and monitoring for staff to help identify where further support is required to improve skills over time.

## Setting details

<b>Unique reference number</b>	EY455911
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10326048
<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>	105
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	High Hopes Nurseries Ltd
<b>Registered person unique reference number</b>	RP532138
<b>Telephone number</b>	01260 223 745
<b>Date of previous inspection</b>	2 November 2021

## Information about this early years setting

High Hopes Day Nursery registered in 2012 and is located in Macclesfield. The nursery employs 27 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. Two staff hold qualified teacher status and one holds an early years professional qualification. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. 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

Andrea Vaughan  
Rebecca Weston

## 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 manager and has taken that into account in their evaluation of the nursery.
- The deputy manager and quality advisor joined the inspectors on a learning walk, talked about the curriculum and what they want the children to learn.
- The inspectors talked with staff during the inspection and took account of their views.
- The inspectors observed children's learning of the curriculum and assessed the impact that this has on their learning.
- The inspectors carried out two joint observations with the deputy manager and quality advisor.
- Parents shared their views of the nursery with an inspector.
- The lead inspector looked at a range of documentation provided by the manager and reviewed evidence of the suitability of staff working at the nursery.

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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