

Macclesfield Day Nursery

Macclesfield Day Nursery, 142 Chester Road, MACCLESFIELD, Cheshire, SK11 8PT

Inspection date

Previous inspection date

18/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff have high expectations for all children, therefore, they make good progress towards the early learning goals.
- The key person system is effective and fosters a very positive working relationship with parents. This ensures that children's individual needs are met effectively.
- Children with English as an additional language and those with additional needs are closely monitored and supported to ensure that they make good progress from their starting points.
- Staff place a strong importance on promoting children's physical development by encouraging them to be active learners.
- Performance management is highly effective enabling all staff to contribute to the ongoing development of the setting.

It is not yet outstanding because

- Occasionally there are missed opportunities, for example, during meal times, to further promote the older children's rapidly developing independence.
- Outdoor resources are not always as rich as those indoors, which means some opportunities for all children's exploration and free play are not as frequent as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector held meetings with the manager.
- The inspector spoke to members of staff about policies and procedures, planning and the progress children make.
- The inspector looked at children's observation, tracking and assessment records, planning documentation and a range of other setting documentation.
- The inspector took account of the views of parents and carers included in the setting's own parent survey.

Inspector

Adam Hindhaugh

Full Report

Information about the setting

Macclesfield Day Nursery registered in 2013 on the Early Years Register. It operates from a large converted house in the Macclesfield area of Cheshire. There are three classrooms on the ground floor along with a hall and kitchen area, as well as access to a large outdoor play area. Upstairs there are a further four classrooms.

There are currently 71 children on roll and care is offered to children who speak English as an additional language.

The nursery operates each weekday, from 7.30am until 6pm, all year round with the exception of bank holidays. The nursery employs 22 members of staff; 12 members of staff are qualified to level 3, three are qualified to level 4 and one member of staff has a level 5 qualification with a further staff member holding a level 6 qualification.

What the setting needs to do to improve further

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

- enhance resources for all children in the outdoor area, so they develop their independence and exploration skills even further
- provide more opportunities for the older children to promote their independence, for example, during meal times, to ensure that they are very well prepared for their next stage of learning.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are supported well by staff and they are making good progress. Staff observe and assess children effectively and planning for learning is tailored to individual needs to ensure that children reach the next steps in their learning. Monthly observations are carried out by staff on individual children and groups of children on what they enjoy doing. Communication with parents is effective with regard to obtaining information during induction about what their child already knows and can do. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in nursery and at home. Daily written reports are shared by the setting, enabling parents to be kept fully up to date with their child's day.

Staff support children well so that they develop skills in readiness for their next stage in

learning and school. Staff are highly skilled in recognising when children are in need of additional support and ensure that they receive consistent and targeted support. The special educational needs coordinator is highly skilled in ensuring staff track children's development and is aware if children are not developing well in some areas. She understands the process needed to ensure all children's skills are well promoted. Children with English as an additional language are especially well supported. Staff understand and recognise how to support and enhance their learning by, for example, using words in their own language. Parents comment on how well their children settle into the setting.

The two-year-old progress checks are accurately carried out and in a timely manner and include a detailed analysis of children's learning and development within the three prime areas. These also include evidence of parents' involvement. Children are happy and settled and they choose from a generally good variety of resources that are safe and meet their developmental needs well. Staff ensure that indoor resources for babies promote their sensory experiences effectively. Babies explore everyday objects and books that contain different textures and they make marks in paint, baked beans and couscous. They practise manipulative skills as they press buttons on interactive toys and find the correct pieces in jigsaw puzzles. However, outdoor resources for all ages of children are not always plentiful, therefore, opportunities for exploration and child-led play are sometimes not as frequent as possible. Staff interpret the wants and needs of babies effectively as they communicate through expression and their voices. Older babies use single words and staff support them well in their language development because they repeat words back to them. Children aged two years are learning to match and name colours. They talk about the colour of the leaves outside as they collect the ones that have fallen from the trees. Staff promote children's awareness of number well because they count along with them as they count the conkers that have been collected outside. Older children confidently count to 30.

Older children's physical development is very strong as they learn about parts of their body during 'stretch and grow time'. They successfully identify their muscles and answer correctly, 'biceps and triceps' and know that they are sitting down on their 'gluteus maximus'. Children successfully negotiate problems during the activity, by using different parts of their body to navigate around a bridge and ropes course made with skipping ropes. Children whose skills are not yet as well developed are supported well throughout the activity. Children's creative development and their understanding of expressive arts and design is fostered through musical and rhythmic sessions. Children are enthused to choose a musical instrument and make their own sounds and rhythms.

Staff promote communication and language development well through daily 'Jolly Phonics' sessions. Older children recap their work of the week on different letters and activities are linked to children's interests, such as identifying that the letter 'A' is 'something your daddy flies'. Staff encourage older children to recognise the letters in their name, put the letters in order and attempt to write them. This demonstrates that children are being taught the necessary skills ready for their next stage of learning.

The contribution of the early years provision to the well-being of children

A well-established key person system is in place that demonstrates a caring and attentive approach to children. As a result, children feel safe and their well-being is successfully promoted. An effective system is in place to support children who are in need of more targeted support and children with English as an additional language. Parents comment how children form appropriate bonds and attachments because the setting have good procedures to help them settle well. These procedures involve getting to know the children and the family really well, including identifying their likes and dislikes. Staff work well with parents to help children settle and keep them informed about their children through a daily communication report book. Staff recognise and enjoy children's success with them and display children's achievements all around the setting. This helps children feel confident and good about their own success. For example, children take great pride collecting a variety of leaves outside and showing staff exclaiming, 'look, I've found a yellow leaf, it's like a flag'.

Staff promote children's good health well and record any allergies and dietary requirements they have. The cook has written records of the individual needs of all of the children, therefore, food is catered around their needs. The setting have recently been awarded the five star food hygiene rating from the local environmental health department. Children understand the importance of washing their hands before meal times and after they have been to the toilet. They also have access to water throughout the day, with the older children having individual water bottles that they can reach independently. This ensures their self-care skills are progressing well. Children have lots of opportunities for physical activity as they make use of the space in the indoor hall, as well as being given plenty of opportunities to go out on walks to the local park. This helps to promote their health effectively.

The setting promotes independence throughout the day as children fetch their 'wellies' and put them on before going outside and younger children assist staff in tidying up before snack time. Older children are presented with their food already cut and placed on a plate in front of them. This means, occasionally, further opportunities to promote independence are not as well promoted as possible during the lunchtime experience.

Children are kept safe and are cared for effectively because staffs' first aid qualifications are up to date and monitoring and recording of accidents and injuries are effective to ensure there are no risks. Staff are vigilant about keeping children safe. Outside children navigate and negotiate balancing beams and milk crates. Equipment has signs reminding older children that adult supervision is required before attempting to use it. Older children are aware of how to successfully walk up and down the stairs effectively as they walk on the side and face the front to avoid accidents. Staff carry out risk assessments on outdoor equipment before going outside, as a result, children's safety is not compromised throughout the day.

Children's behaviour is excellent and staff manage this effectively. Children are used to the routines of the setting and aware of the boundaries through clear, concise and consistent messages. When needed, children are reminded about using kind hands to their friends.

Transitions between rooms are managed effectively as the child's key person shares information about the child to the staff in the new room. Parents are introduced to the

staff and children can visit on a number of occasions to ensure that they are comfortable and familiar with their new surroundings. The setting liaises with the local schools prior to children starting so they are familiar with the new setting and feel at ease.

The effectiveness of the leadership and management of the early years provision

The management and staff have a good understanding of the requirements of the Statutory framework for the Early Years Foundation Stage. They effectively protect children's health, safety and welfare by implementing thorough policies and procedures. All staff have completed safeguarding training as part of their induction and are confident of the procedures to follow if they were to have any concerns about children in their care. Robust systems are in place for the safe recruitment and continuing suitability of staff to further ensure children's safety. Frequent risk assessments are carried out and these enable staff to identify and minimise potential hazards in relation to the premises or any activities that children take part in. The deputy manager, responsible for risk assessments, has a detailed system in place to highlight and monitor risks, with staff having bullet points in individual folders to assist in their understanding. Key persons are conscientious in maintaining essential documentation, for example, when administering medication or recording minor accidents.

To support children's development and progress staff use the local children's centre's sensory room on a regular basis and work with the child development clinic for children with additional needs. Staff are also receptive to visits made by the local authority advisors and have successfully established effective links with external agencies, such as speech and language professionals and the area special educational needs coordinator. The management team provide positive role models to the enthusiastic staff team. They carry out regular monitoring of the educational programme and sample the children's learning journals. Staff utilise external training sessions to support the children's learning and development. For example, the manager has been on a development milestones training course and used the knowledge gained by delivering a staff meeting activity to increase staffs' understanding of child development.

Regular performance reviews are undertaken, including staff appraisals and supervision meetings. This means that each member of staff develops in confidence and has the opportunity to improve their knowledge and professional practice. All staff are committed to continuous improvement and regularly reflect on the quality of their work, through ongoing discussions with the management team. Parents and children also regularly contribute their views about the nursery by completing questionnaires. As a result, the formal self-evaluation is collaborative, thorough, highly comprehensive and is used as a super working tool to continually improve outcomes for children.

Parents make very positive comments on how well their children have developed at the nursery and appreciate the communication and commitment of the staff team. They receive well-written, accurate information about the running of the nursery and are kept up to date with any changes through regular letters and via newsletters. Daily diary sheets are shared, so that parents are kept fully informed about care routines. Formal

opportunities are also provided for consultation with key workers when children's development records are viewed and discussed. The setting produces very detailed, colourful information booklets for parents to enable them to have a thorough understanding of the Early Years Foundation Stage. This allows parents to have the knowledge needed to support their children in the home learning environment.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY462304
Local authority	Cheshire East
Inspection number	912933
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	58
Number of children on roll	71
Name of provider	Oliver Timothy Allmand-Smith
Date of previous inspection	not applicable
Telephone number	01625 422 315

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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