

Pine Lodge Creche and Day Nursery

73 Crewe Road, Haslington, CREWE, Cheshire, CW1 5QX

Inspection date	14/03/2014
Previous inspection date	08/12/2008

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are extremely safe in an environment that is secure, well- maintained and highly stimulating. Staff have an excellent knowledge and understanding of all aspects of safety and how to safeguard children.
- Excellent working relationships with children, parents, key persons and other providers ensure that children make smooth transitions and are extremely well-prepared for the next stage in their education.
- The nursery practice consistently reflects the highest aspirations for children's well-being and learning, key person relationships are strongly embedded and parents contribute to their child's learning in the nursery and at home.
- Highly successful plans document the settings continuous drive for improvement and monitoring and evaluation of the educational programmes is robust. Managers are passionate and totally committed to providing the best for all children and families.
- The nursery demonstrates exceptional teaching programmes for children of all ages implemented by experienced staff. Children are well-motivated, very eager to join in and there is an extremely sharp focus on helping them to acquire communication skills and supporting their personal, social and emotional skills.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the five playrooms, the outside learning environments, and the out of school club and conducted a joint observation with the manager of the setting.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the providers' self-evaluation form and policy documents.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the settings own parent survey.
- The inspector looked at children's assessments, planning documentation and spoke to children and staff at appropriate times during the inspection.

Inspector

Margaret Foster

Full report

Information about the setting

Pine Lodge Nursery and All Star's Out of School Club was registered in 1996 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three privately owned provisions. It operates from a large Victorian property and purpose built out of school building in Haslington, Cheshire. The nursery is divided into five separate areas and has access to the out of school building when it is not in use. All children share access to a large secure outdoor play area which is partly paved and partly grassed. The nursery is open each weekday from 8am to 6pm for 52 weeks of the year, except for bank holidays.

The out of school club is open before and after school each week day during term time and each week day from 7.30am to 6pm during the school holidays. Access to the premises is suitable for people with disabilities. Pine Lodge is also registered for overnight care in Willow House, a recently refurbished building in the grounds of the nursery. There are currently 492 children aged from seven months to 10 years on roll. Of these, 29 children receive funding for early education. Children attend from the local and surrounding areas. The nursery currently supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 43 members of staff, of whom, 39 hold appropriate early years qualifications and eight are working towards a higher qualification. Two members of staff have Early Years Professional Status and one member has a Bachelor of Education Degree and one Qualified Teacher Status. The provision is supported by Cheshire Sure Start. It is a member of the South Cheshire Day Nursery Association and the Pre-school Learning Alliance. The out of school club is a member of '4 Children'.

What the setting needs to do to improve further

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

- enhance current established strong relationships with schools to measure the impact of the excellent teaching on particular groups of children.

Inspection judgements

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

The nursery school staff establish secure partnerships with parents and children, gathering information in the baseline assessment, which enables them to plan effectively for children's excellent progress. A flexible settling-in process adapted to the needs of individual children ensures that they are highly confident in the nursery and therefore, quickly thrive in the environment. The staff are skilful in finding out the children's

interests, through discussion with parents and rigorous observation of how children learn, both at home and in the setting. This results in activities being offered that are highly stimulating and the children are extremely enthusiastic and the motivation to learn is exceptional. Children's interests are catered for in the wealth and range of sensory and natural resources offered, for example, babies play peek-a-boo games with a member of staff and are expertly supported to build with blocks through singing songs. Babies' concentration is exceptional due to the enthusiastic and animated teaching.

A highly stimulating environment, both indoors and outdoors, offers quality resources that engage the children's interests and staff expertise in child development and teaching ensures that children's learning is both consistently challenged and extended.

Consequently, children make rapid progress in their learning and are developing a wide range of skills, including the ability to solve problems, which greatly supports the next stage in their learning. For example, in the outdoors, toddlers learn songs about rowing a boat when they sit in a storage container as staff spontaneously harness the opportunity to introduce new learning. Children are encouraged to think more creatively and have the confidence to try out new things because of the quality of interactions by the highly skilled staff. Staff deployment is excellent, particularly in the outdoors where groups of children have a member of staff supporting their learning at all times. For example, in the tough tray the Early Years Professional talks to a child who has made a structure from large blocks. The member of staff ably supports her learning by repeating phrases and giving positive feedback to the child but allowing time for the child to experiment with words and problem solve independently.

Children learn from a fully inclusive environment and innovative teaching that is accessible to all children. The staff use excellent communication strategies, such as active listening and open-ended questions so that children have time to respond and think about how they would solve problems. These strategies help all children, including those with additional needs, to make rapid progress in their communication skills. Displays reflect a multi-cultural world, including posters in different languages and children's work is celebrated throughout all areas of the provision. Use of visual timetables and signing throughout the nursery supports all children's learning including those with special educational needs and/or disabilities and with English as an additional language. Older children learn mathematical language about taller and shorter by building and comparing structures made of small bricks. Children's understanding and use of vocabulary, such as same and how to count the bricks to work out the tallest is developed skilfully by the quality teaching in the nursery. Children's developing social skills and physical skills are enhanced by visits to the swimming pool, they learn about vital life skills and experiences of other cultures. For example, in the out of school club the children learn the names of clothes and greetings in French. The staff encourages them to put the clothing on and repeats the names of the items so that children's learning is reinforced and teaching is varied and imaginative. The nursery staff are proactive about ensuring children's experiences are constantly reviewed and all possible activities for learning are harnessed so children are extremely well-prepared for future learning, such as school.

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

Children display high levels of confidence to make choices about what they want to play with and are ably supported by teaching that highly motivates them. Their creative work is displayed imaginatively around the nursery and demonstrates strongly that they are unique and valued. This gives the children confidence to know that they are important and that their self-expression is highly valued and welcomed. Children's independence is promoted by the organisation of resources. For example, photographs on boxes and drawers help children to self-access and replace their chosen items. Practitioners give prompts to support children's hygiene and hand washing practices, so that they are reminded when to wash their hands.

Children set the tables for snacks and prepare the fruit for each other and are supported by the expert role modelling of the staff in building independence and confidence. Key person relationships are highly effective with both parents and children, ensuring that optimum opportunities for learning are explored and these extend to community partners. This ensures that the children's transitions within the nursery and to other settings are extremely well-supported. Home visits take place before children start so children and parents benefit from secure relationships being built with key persons. Staff become knowledgeable about the children's interests and for example, how babies are soothed at different points in their routines.

Children's health is particularly nurtured by the choices for snacks, for example, the babies try bread sticks, and fruit. The staff provide excellent role modelling at lunch time joining children at the tables and initiating conversations about what they have been doing and teach table manners. Lunch time is a social occasion, where children are learning about turn taking and tolerance, and how to use a knife and fork. All children can access daily exercise and fresh air in the extremely safe and well-resourced outdoor space. Children's experiences in the outdoors involve planting and growing tomatoes, beans and potatoes, which consequently they taste and develop a deeper understanding about growth cycles and what plants need to grow. There is continuous access to the outdoor activities, which means that children learn to experience the effects of exercise on their bodies and are experiencing negotiating bridges and tunnels and open spaces to run. Children are supported by staff during their physical activity to learn about risk and learning about their own limitations. Children's behaviour is excellent and positive reinforcement is routinely used exceedingly well to promote this in the nursery. Children respond well and are accepting of each other's differences. Older children support their younger peers amicably and therefore, they play harmoniously together in the environment.

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

Children's safety and welfare is expertly promoted and staff demonstrate a wealth of knowledge about safeguarding and keeping the children safe. Staff are able to identify signs of abuse and know the correct procedures for reporting concerns. Rigorous risk assessments in the indoor and outdoor environments and for trips out and the use of coded entrances and closed circuit television assure parents that their children's safety is

given the very highest priority. Robust policies, which are meticulously applied in the setting, are shared with parents and regularly reviewed.

Staff monitor the parent questionnaire responses to make sure that all children's needs are met continually. Consequently, the optimum environment for children's learning is offered and ensures that they make excellent progress from their individual starting points. Children's assessments are accurate and the expert use of observations within the nursery and from home feed into individual plans for children's learning and secure next steps matched to needs. Meticulous evaluation of teaching programmes and monitoring of the environment ensures that children experience high quality and enhanced provision, resulting in improved conditions for children's learning and development in the Early Years Foundation Stage. Children benefit from the highly skilled and innovative teaching and the management teams continuous drive to improve the nursery. For example, children's individual planning is evaluated after activities have taken place each week to identify areas that could be improved. Therefore, this has a significant impact on children's learning and reflects positively in their excellent progress in the nursery. Children's assessments are regularly monitored to ensure consistency in staff's knowledge and so that any training needs can be addressed.

Supervision is embedded in practice and more frequently applied when staff are new or inexperienced and the manager clearly demonstrates how to support practitioners who may be underperforming. Consequently, children are taught well and make excellent progress from their starting points. However, there is scope to further develop relationships with schools to establish the impact of the exceptional teaching in the nursery, on particular groups of children. An emphasis on developing the staff through rigorous induction procedures, shadowing and training based on identified priorities, highlights the inspirational leadership of the setting and the continuous drive to improve the provision and significantly impact on children's progress in the nursery. Excellent partnerships with other settings and professionals, fully supports continuity in learning experiences for children and ensures that all children's individual needs are met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	305243
Local authority	Cheshire East
Inspection number	871763
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	168
Number of children on roll	492
Name of provider	Pine Lodge Creche and Day Nursery Ltd
Date of previous inspection	08/12/2008
Telephone number	01270 589429

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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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