

Bright Horizons Tytherington Day Nursery and Preschool



Springwood Way, Tytherington Business Park, Macclesfield, Cheshire, SK10 2XA

Inspection date	4 August 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Managers and practitioners demonstrate a strong commitment to achieving the best outcomes for all children. Practitioners are consistently caring and friendly towards the children. Children's well-being is promoted well and they make good progress.
- Parents enthusiastically praise the support and advice that the nursery team provides for them. Practitioners consult closely with parents when they plan children's initial care and learning. Parents feel well informed about children's learning and development.
- Practitioners make accurate assessments of children's achievements. The manager checks children's progress from starting points that are established when they first attend the nursery.
- Recruitment is safely managed. Newly recruited practitioners complete core training modules. The induction training helps practitioners to understand and implement nursery procedures to a good standard.

It is not yet outstanding because:

- The manager's regular observations of practitioners' teaching do not focus specifically enough on what they need to improve and why.
- Information from observations is sometimes not used to identify as precisely as possible what children need to learn next. As a result, individual children's learning is not always meticulously planned for.

What the setting needs to do to improve further

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

- build on the systems for assessing the quality of teaching, so that plans for practitioners' professional development are sharply focused and lead to excellent outcomes for children
- make the most of what is known about individual children's achievements, so that teaching focuses even more precisely on what children need to learn next and children are supported to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, the regional manager and the head of quality assurance. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Managers take account of the views of parents, children and practitioners when they evaluate the provision. For example, practitioners commented that the outdoor area did not offer enough opportunities for interesting and varied play and learning. The team worked together to decide what to improve. They applied their good knowledge and understanding of how children learn. Managers investigated sources of further training and enabled a senior practitioner to attend the training. She shared her new knowledge with the team. As a result, improvements to children's outdoor learning were well planned and effective. Managers work in partnership with other professionals, and children who have special educational needs or disability are supported well. For example, managers organise multi-agency meetings that help children to transfer smoothly to school. Arrangements for safeguarding are effective. Practitioners know what they must do if they are concerned that a child may be at risk of abuse or neglect.

Quality of teaching, learning and assessment is good

The well-qualified practitioners devote their time and attention to making sure that the children have fun and learn. For example, pre-school children outdoors crawl through a tunnel, balance along a low beam, jump into hoops on the ground and aim a ball into a bucket. Practitioners encourage and support children and this helps children to keep trying. Children hear and use words that describe their actions and this promotes their communication. They test and extend their physical strength and skills. Practitioners in the toddler room frequently repeat children's favourite stories. This helps younger children to learn and remember a familiar sequence of events. They begin to tell the story themselves and this helps to promote their understanding, speaking and memory.

Personal development, behaviour and welfare are good

Babies who are new to the nursery quickly develop a close, appropriate attachment to their key person. Practitioners tailor the care of babies to their individual needs, and babies eat and sleep when they need to. Parents describe and praise the daily exchange of information with their child's key person. For younger children this includes a short written summary, so that information about routine care is communicated clearly. Children eat healthy, nutritious food and this helps them to make healthy choices in their diet. Children with allergies to certain foods are catered for safely. Practitioners are calm and friendly role models who show children how to listen to and respect other people.

Outcomes for children are good

All children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children can count and know some of the purposes of counting. They read numbers during consistent daily routines. Children begin to link the sounds they hear at the beginning of words with written letter shapes. They can recognise their name in writing. Children listen carefully to stories. They know how to take turns when they participate in group activities. Children understand that in hot weather they have to drink more water and wear a hat. Children know that eating fruit helps them to stay healthy. Older children confidently go to the toilet by themselves.

Setting details

Unique reference number	EY491847
Local authority	Cheshire East
Inspection number	1022677
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	95
Number of children on roll	120
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Date of previous inspection	Not applicable
Telephone number	01625616095

Bright Horizons Tytherington Day Nursery and Preschool was registered in 2015. The nursery employs 26 members of childcare staff. Of these, 19 hold appropriate early years qualifications. This includes 10 with qualifications at level 3, four at level 4, two at level 5, two at level 6 and one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability and children who speak English as an additional language.

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