

Roosters Day Nursery

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



Inspection date

22 December 2016

Previous inspection date

16 April 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not good enough. The observations that managers make of practitioners' teaching do not accurately measure the quality of the teaching taking place. As a result, practitioners are not helped sufficiently to improve.
- The planning for activities does not take enough account of what children know, understand and can do. Consequently, teaching does not rigorously target what children need to learn next, and children do not make good progress.
- Although practitioners share information with parents collecting children from nursery, the details they provide about babies' daily care are sometimes inaccurate.
- Some practitioners do not teach children to make choices that help to promote their health and well-being.
- Practitioners ask too many questions that do not challenge children to learn new information or encourage them to express their own ideas.
- Self-evaluation does not routinely identify weaknesses in the provision. Consequently, managers do not take effective action to continuously improve practice.

It has the following strengths

- Managers and practitioners demonstrate commitment to improving the provision. They attend all mandatory training.
- Well-established routines help to promote children's independence. For example, when pre-school children find that the tricycle seats are wet, they confidently find a cloth and dry them.
- Children show that they feel secure and happy. They readily approach practitioners for reassurance and to seek help.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve the support and guidance that practitioners receive to improve the quality of teaching and ensure that this is effectively monitored 	24/03/2017
<ul style="list-style-type: none"> ■ ensure that the planning of activities takes full account of what children need to learn next, so all children benefit from taking part and are well supported to make good progress and achieve the next steps in their learning. 	24/03/2017

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

- improve the accuracy of information shared with parents about babies' individual care and activities
- increase staff's knowledge and skills in relation to helping children make informed decisions about matters that affect their health
- strengthen questioning techniques used by practitioners to encourage children to explore their own ideas and extend their knowledge.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector completed two joint observations with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She discussed the nursery's self-evaluation and plans for continuous improvement.
- The inspector checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management requires improvement

Observations made by managers of teaching do not lead to measurable targets that show what each practitioner needs to improve. Consequently, plans for practitioners' professional development lack rigour and do not drive improvements in the quality of teaching. Parents like the confidential online system that enables nursery practitioners to share information about their children's experiences and achievements with them. However, information given to parents about babies' daily care is sometimes inaccurate. For example, babies' individual sleep times are not accurately noted throughout the day. Arrangements for safeguarding are effective. Practitioners attend training that helps them to identify children who may be at risk of abuse or neglect.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Children experience a wide range of interesting and enjoyable activities indoors and outside. Spontaneous teaching by practitioners often helps to promote children's progress. For example, toddlers have fun playing with modelling dough. Practitioners teach them how to roll the dough flat and cut out shapes, and this helps to promote children's physical development. However, practitioners do not use their assessments of children's achievements well enough. For example, when they identify concerns about children's progress, they do not use this information to precisely target their teaching. Consequently, gaps in attainment do not close quickly enough. Consistent daily routines include regular adult-led group times. However, practitioners ask children too many closed questions that focus heavily on teaching and reteaching a limited range of knowledge. This means that practitioners do not make the most of opportunities to help children think deeply and achieve the specific next steps in their learning.

Personal development, behaviour and welfare require improvement

Practitioners develop good relationships with children. They teach children to share toys and take turns. However, not all practitioners vigilantly promote children's health. Pre-school children and children attending the holiday club play outside in cold weather without putting on jumpers or coats. Practitioners do not best help children to minimise the risk of cross-contamination during handwashing routines. Consequently, children do not always learn to make choices that keep them healthy. Nevertheless, managers carefully assess and minimise risks to children's safety. For example, practitioners and children who walk along the lane to the nearby park follow clear rules.

Outcomes for children require improvement

The quality of teaching is not yet good enough to help children make as much progress as they could. Children begin to write their names and learn to link some written letters with sounds. They can use scissors skilfully and confidently. Children can count and they often use numbers during activities and routines. Children are helpful and willingly join in at tidy-up time.

Setting details

Unique reference number	218480
Local authority	Staffordshire
Inspection number	1063704
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 - 11
Total number of places	44
Number of children on roll	59
Name of registered person	Mr Dennis Morris & Mrs Ruth Morris Partnership
Registered person unique reference number	RP906353
Date of previous inspection	16 April 2013
Telephone number	01270 820848

Roosters Day Nursery was registered in 1997. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, two hold level 4, seven hold level 3 and one holds level 2. The nursery opens from Monday to Friday all year round. It operates a holiday club and an after-school club. Nursery and holiday club sessions are from 7.30am until 6pm. After-school sessions are from 3pm until 6pm during term time. The nursery provides funded early education for two-, three- and four-year-old children.

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