

Sally-Anna's Day Nursery

Liverpool Road West, Church Lawton, STOKE-ON-TRENT, ST7 3DZ



Inspection date	13 March 2017
Previous inspection date	15 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team is very strong. They rigorously evaluate the nursery in order to identify areas for improvement. They use feedback well from parents to enhance the already excellent learning environment, such as developing the garden for babies to use in all weather.
- Staff work hard alongside other professionals, such as physiotherapists to help close gaps in children's learning. They work individually with children who have special educational needs and/or disabilities to help them learn the skills they need. For instance, children learn how to throw and catch a ball, and squat without falling over.
- Children's behaviour is excellent. They have secure relationships with other children and work together, alongside staff to complete science experiments. Children have high levels of engagement and are able to concentrate throughout activities.
- Children are inquisitive and know how to solve problems, such as how to make the pretend lava for their volcano redder by adding more food colouring.
- Staff working with babies are highly sensitive to their care needs and are nurturing towards them. They sooth babies by creating a calm atmosphere with soft lights and relaxing music. This helps babies to settle quickly and drift off to sleep.
- Staff help children develop a meaningful understanding of different cultures. Children learn about the customs of celebrating Holi. Younger children recreate some of these customs as they enjoy the sensory experience of scattering powder paint. Older children listen to stories about how people celebrate Holi.

It is not yet outstanding because:

- Although some staff's teaching is outstanding, this is not consistent across the nursery and leads to some variations in the level of children's learning.

What the setting needs to do to improve further

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

- share and disseminate the outstanding teaching practice to staff across all areas of the nursery, in order to raise the overall quality of teaching to a consistently exceptional level.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector read parent's written feedback and took account of their views.
- The inspector held a meeting with the provider and one of the deputy managers. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff know the signs of abuse and neglect. They follow the robust policies when reporting any concerns about the welfare of children. Staff are effectively deployed to ensure children are closely supervised in order to promote their safety. The provider ensures staff attend a range of training to promote all aspects of children's welfare, including how to manage children's behaviour. Staffing is well organised to meet the needs of children and maintain adult-to-child ratios. Managers support staff to improve their practice through regular review meetings. This has helped to improve the quality of staffs' observations of children's learning.

Quality of teaching, learning and assessment is good

Monitoring of children's learning is effective. Managers identify where children are excelling, such as physical and social development. They take steps to help increase children's progress even further in other aspects of their learning. For example, managers have provided additional technology resources to enhance children's learning. Staff plan activities that help babies to develop through sensory play. Toddlers develop the skills they need for the next stage of their learning and older children are taught the skills they need for school. Staff promote high levels of parent engagement in children's learning.

Personal development, behaviour and welfare are outstanding

Children have outstanding physical and social skills. They are able to carefully pour ingredients into a funnel and wait patiently for their go. From a very young age children are able to grasp items, including their cups, to drink independently. Toddlers are able to clamber upstairs. As children get older they refine their physical skills and are able to cut wool with scissors. Children are able to identify and manage risks. They remind other children not to put their knife in their mouth as they might cut themselves. Children develop positive attitudes towards others. Staff invite members of the local community to visit the nursery. For example, children have met a visually impaired person and her assistance dog. They have learnt how the dog helps the visually impaired person. The learning environments across the nursery are excellent. Children form very strong bonds with familiar staff and feel reassured by the consistent staff who are there to greet when they arrive and say goodbye at the end of the day. Key persons help children to settle into new rooms by spending time with them in their new environment. Children's health and welfare is at the forefront of staff practice. Children are immensely proud of their own family and take great pride in sharing their book of family photographs.

Outcomes for children are good

Children independently choose from the excellent breadth of resources to lead their own learning. They enjoy developing their knowledge of volcano's, and use computers to search the internet for pictures and videos of volcanos. Children who the nursery receive additional funding for are developing good communication, language and literacy skills. They develop their interests of superheroes through additional resources. Children use expressive language in their role play and improve their pencil control when they draw superhero pictures.

Setting details

Unique reference number	EY402032
Local authority	Cheshire East
Inspection number	1065454
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	97
Number of children on roll	112
Name of registered person	Sally Anna's Limited
Registered person unique reference number	RP520706
Date of previous inspection	15 November 2013
Telephone number	01270884669

Sally-Anna's Day Nursery was registered in 2009. The nursery employs 24 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, 16 hold level 3 and two have early years professional status. The nursery opens from Monday to Friday and all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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