

Snugglebums Day Nursery Limited

Blade House, Stockport, SK4 3EA



Inspection date

10 March 2017

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

- The management team is passionate about providing a quality service and has a strong drive to continually develop the nursery. Since re-registering, it has addressed the recommendations from the last inspection. For example, staff use mealtimes as an opportunity to further extend children's learning and development.
- Children are working comfortably within expectations for their age. Effective teaching strategies are quickly put in place if children require extra help. Staff work closely with other professionals and help support children to make good progress.
- Staff focus on children's communication and language development as a priority. For example, they use sign language to further support children's understanding. This helps children to develop key skills in preparation for their future.
- Children behave well. Staff calmly and consistently support children to follow the seven golden rules of the nursery. This helps to effectively foster children's personal, social and emotional well-being.
- Parents are very happy with the quality of care and teaching provided. For example, they comment, 'The staff could not have done more to help my child feel settled and really tailor the children's learning to their individual needs and interests'.

It is not yet outstanding because:

- Systems to monitor the progress made by different groups of children are not yet fully effective.
- New planning systems are not yet fully embedded in practice to offer highly challenging activities to all children.

What the setting needs to do to improve further

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

- improve how the progress made by different groups of children is monitored so that any differences in attainment are addressed more quickly
- embed planning systems further that create highly challenging activities for all children.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager and deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as children's assessments, planning, policies and procedures, and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and also took account of their views received via email.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The management team regularly gathers the views of parents, staff and children to evaluate the effectiveness of the setting. They use this information to drive improvements and make positive changes. For example, reviewing weekly menus and introducing a day for the children's choice of food. All staff have relevant qualifications and attend regular professional development opportunities. The manager has robust systems in place for supervision and the monitoring of staff practice, such as the use of peer observations. This helps staff to reflect on their own practice and identify how they can further develop their skills. The arrangements for safeguarding are effective. Staff have suitable knowledge of child protection issues. They understand what action to take if concerned about the welfare of a child in their care. They complete daily checks to identify and remove any potential hazards or risks. This helps to keep children as safe from harm as possible.

Quality of teaching, learning and assessment is good

Staff find out what children can do and already know when first starting at the setting. They monitor the progress that individual children are making and ask parents to share learning from home. Overall, staff use this information to plan activities that are well suited to children's needs and interests. Younger children choose their favourite songs and enthusiastically join in with the actions and sounds. Older children search for mini-beasts outside, using magnifying glasses and a checklist. Staff ask questions to support their thinking skills such as, 'What do you think lives under there?' They suggest ideas like watching closely to see if the centipede moves. Parents are kept well informed about their child's progress through daily discussions, detailed summaries and parents' evenings.

Personal development, behaviour and welfare are good

Children benefit from a wide range of interesting activities. For example, older children use screwdrivers to fix screws into wood. Younger children take their dolls camping and make a campfire from twigs and wood. Children enjoy playing outdoors and take part in movement and sports sessions. They learn how to brush their teeth and to go on a trip to the shop to buy vegetables. This helps to promote their physical well-being and understanding of healthy lifestyles. Staff sensitively support children during care routines, for example, explaining why they use soap to wash away any germs. Children learn how to self-serve their food at mealtimes, put their own coats and shoes on and make their own choices in play. This fosters children's independence skills and confidence well.

Outcomes for children are good

All children make good progress. This includes children who have special educational needs and/or disabilities, children who speak English as an additional language and those who receive additional funding. Children learn about equality and diversity, for example, celebrating special festivals with parents and tasting food from other cultures. They learn how to use a computer and practise driving a remote control car. Children learn about numbers, colour, shape and measure. They share stories and practise listening for letters and sounds. Children build positive relationships and strong social skills and are well supported to develop key skills for their future.

Setting details

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|--|---|
| Unique reference number | EY482656 |
| Local authority | Stockport |
| Inspection number | 995654 |
| 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 - 4 |
| Total number of places | 83 |
| Number of children on roll | 96 |
| Name of registered person | Snugglebums Day Nursery Limited |
| Registered person unique reference number | RP910609 |
| Date of previous inspection | Not applicable |
| Telephone number | 0161 222 6151 |

Snugglebums Day Nursery Limited was re-registered in 2014. The nursery employs 18 members of childcare staff, 18 of whom hold appropriate early years qualifications at level 2, 3, 5 and 6, including the manager, who has early years professional status. The nursery opens from Monday to Friday, all year round. 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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