

Roosters Day Nursery

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



Inspection date

3 August 2017

Previous inspection date

22 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 manager has worked hard and has brought about a marked improvement in the overall quality of the provision. She works closely with the local authority adviser and has implemented a new planning system which ensures that the planning of activities takes full account of what children need to learn next.
- The deputy has completed an effective supervision course. The management team now ensures that they regularly observe and evaluate staff's teaching practice. They have regular individual support meetings with staff where they can discuss any concerns and their strengths and development opportunities. As a result, teaching overall is effective and children make good progress.
- Staff know the children well and offer a homely, caring and nurturing environment. This helps children to feel relaxed and safe, and to engage in new experiences.
- Staff who work with the two-year-old children are particularly aware of their fluctuating emotional and physical needs. They continually respond, support and plan for children's individual needs well.
- Staff effectively promote children's literacy skills. For example, they regularly take children to visit the library and read a range of books with them.

It is not yet outstanding because:

- Some staff do not always keep children engaged well enough while they are preparing planned group activities.
- Staff do not provide enough opportunities for children to gain a greater awareness of how they differ from, or are similar to, other people.

What the setting needs to do to improve further

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

- organise planned group activities more effectively so that children have time to practise new skills and their enjoyment is not spoiled by waiting for activities to be prepared
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

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 evaluated staff's assessment of children's progress and how they plan for children's next steps in their learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents and children spoken to on the day and from information included in the nursery's own parent survey.

Inspector

Linda Yates

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good knowledge of the possible signs of abuse and neglect. They know what to do should they have any concerns about a child in their care. The manager regularly checks individual and groups of children's progress across all areas of their learning. Any gaps in children's learning are quickly identified and set as a focus to ensure all children make as much progress as they can. There are good links with school staff and parents. This helps to ensure that children's needs are met and promotes consistency in their care and learning.

Quality of teaching, learning and assessment is good

Staff have completed training on how to effectively promote children's understanding of the physical world around them. For example, pre-school children use pipettes to suck up different coloured liquids and place droplets into filled water jugs. They squeal with excitement as they watch the colour of the water change. During such activities, staff talk to children and ask them questions to extend their thinking and vocabulary. They value children's conversations and encourage them to recall events. Toddlers are engrossed as they make marks on a chalkboard and then wipe it clean with a cloth. Staff demonstrate how to draw circles and describe their actions to develop children's understanding of language. They provide good opportunities for children to learn about animals from first-hand experiences. For example, children collect the eggs from the duck pen next to the outdoor play area and closely observe chickens as they hatch in the nursery. This, along with ongoing discussion, helps to consolidate their learning. Children develop positive relationships with community members, such as the local police and fire fighters. They enjoy dressing up as a police officer during role play. Children climb on board the fire engine and use the water hose when they visit the fire station.

Personal development, behaviour and welfare are good

Children's health and well-being is fully promoted. Meals and snack provided for the children are nutritious and well balanced. Children are encouraged to wash their hands before meals and after toileting. Staff promote children's positive behaviour well. Children begin to learn to share, take turns and show affection to their friends. They recognise their own name on the daily task board and help with specific jobs during daily routines.

Outcomes for children are good

All children make good progress and develop the skills they need in readiness for school. Babies use sounds in their play as they sit on the floor near to their key person. They lean forward to reach the toys they have been watching and explore them with their mouths and fingers. Toddlers pretend that they are going on holiday. They pack and unpack suitcases, then try all the clothes on and play in the beach themed sand area. Pre-school children test their physical skills on the obstacle course. They run, balance, climb up and zoom down the slide, and learn about the effects of exercise on their bodies. Children are self-assured and happy. They talk freely and enthusiastically to staff and visitors about what they are doing.

Setting details

Unique reference number	218480
Local authority	Staffordshire
Inspection number	1081116
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 - 9
Total number of places	44
Number of children on roll	37
Name of registered person	Mr Dennis Morris & Mrs Ruth Morris Partnership
Registered person unique reference number	RP906353
Date of previous inspection	22 December 2016
Telephone number	01270 820848

Roosters Day Nursery registered in 1997. One of the partners of the organisation also owns two other provisions that provide out-of-school care. The nursery employs 11 members of childcare staff. Most staff hold appropriate early years qualifications. This includes one at level 6, two at level 4, six at level 3 and one at level 2. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers out-of-school care for older children during the school holidays.

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