

La Maternelle Wistaston

Wistaston Church Lane Primary School, Church Lane, CREWE, CW2 8EZ



Inspection date	23 January 2018
Previous inspection date	16 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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

- Leaders, managers and practitioners communicate their strong commitment to helping children achieve the best outcomes. Children make good progress. They show that they feel settled and secure.
- Managers and practitioners demonstrate good understanding of how children learn. For example, they show attention to detail when they design and enhance the indoor and outdoor learning environments. As a result, children become deeply involved in self-initiated play that absorbs their interest and helps to promote their learning.
- Continuity for children's care and learning is promoted well. For example, when children are ready to move on to a new room, practitioners work in partnership with parents to carefully plan a gradual transition. As a result, children become familiar with the new routines and are ready to accept their new key person when the time comes.
- Parents comment that children grow in confidence at the nursery. They particularly praise the two-way sharing of information via the online learning journal. Parents feel supported to continue children's learning at home.

It is not yet outstanding because:

- Practitioners in the pre-school room sometimes do not plan group activities well enough to challenge every child who participates to the highest level.
- On occasion, practitioners do not meticulously follow procedures for reminding children about the expectations for their behaviour when necessary.

What the setting needs to do to improve further

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

- sharpen the planning of group activities so that every child is challenged to the highest level and makes rapid progress
- build on systems for promoting children's positive behaviour so that children consistently develop the highest levels of self-control.

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 spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery provider, the senior manager, the nursery manager and two further members of the leadership team. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Managers and practitioners evaluate the provision and carry out improvements that impact positively on children's well-being. For example, they introduced welcome booklets for each childcare room. Parents use the booklets to share information with children about room teams and routines. As a result, children settle in smoothly and continue their learning. Safeguarding is effective. Practitioners participate in online and in-house training that keeps their knowledge of child protection matters up to date. As a result, they know the action they must take if they suspect that a child is at risk of harm. Managers follow robust recruitment procedures that help to keep children safe.

Quality of teaching, learning and assessment is good

Practitioners use their accurate assessments of children's progress to plan activities. This helps them to extend children's learning. For example, younger children venture purposefully into the woods next to the nursery. Practitioners skilfully encourage them to listen, think and talk as they search for items to put in their bags and the wheelbarrow. This helps children to widen their vocabulary and learn conversational skills in the context of exciting experiences. Practitioners make the most of opportunities to engage children in meaningful interactions that help them to learn. For example, young babies concentrate hard as they watch and listen to practitioners singing nursery rhymes and action songs.

Personal development, behaviour and welfare are good

Relationships between practitioners and children are friendly and positive. Practitioners consistently follow robust procedures that help to keep children safe. For example, children who have allergies to certain foods have individual table mats that prominently display important information about food they must not eat. Children develop independence as they grow. For example, babies begin to drink from cups without lids and older children serve their own lunch and confidently carry their plates to the table. Practitioners teach children to make healthy choices. For example, children know that coats and hats keep them warm and well in the winter weather.

Outcomes for children are good

Children are eager learners who acquire the skills and knowledge that prepare them well to start school. Children who have special educational needs and/or disabilities make good progress from their starting points and gaps in attainment close steadily. Pre-school children learn to link written letters with the sounds they represent. They recognise their written name and begin to write it. Children count and use numbers during daily routines. They know some of the purposes numbers are used for. Children make decisions and choices. They begin to respect the different choices that other people make. Children develop independence in using the toilet and always wash their hands before they eat.

Setting details

Unique reference number	EY291818
Local authority	Cheshire East
Inspection number	1121887
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	70
Number of children on roll	138
Name of registered person	La Maternelle Ltd
Registered person unique reference number	RP901707
Date of previous inspection	16 January 2014
Telephone number	01270 664466

La Maternelle Wistaston registered in 2004. The nursery employs 38 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 3 and five hold qualifications at level 2. Two members of the team hold qualified teacher status and two hold early years teacher 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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