

# Nyehome Nursery Schools Ltd

Barony Court, Barony Road, NANTWICH, Cheshire, CW5 5RD

<b>Inspection date</b>	04/10/2013
Previous inspection date	12/12/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in all areas of their learning and development as they have opportunities to experience a wide range of interesting and challenging activities, which support their identified next steps in learning.
- Staff work closely with parents when children first attend to establish children's starting points and care routines, supporting children's transitions into the nursery and between rooms very well.
- Children develop good communication and language skills because staff listen to them, model language well and ask questions that encourage children to talk about their ideas and experiences.
- The management team monitors all aspects of the nursery effectively and supports the staff team's professional development which, in turn, benefits all children.

### It is not yet outstanding because

- Opportunities for children to further develop their independence and self-help skills are not always consistently promoted through everyday routines.
- There is scope to improve the very good two-way flow of information about children's learning priorities with other providers, such as childminders, when children attend more than one setting, to ensure continuity of children's learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and mealtimes in all rooms.
- The inspector spoke with staff, children and the manager of the setting throughout the inspection.
- The inspector took part in a joint observation of lunchtime in the toddler room with the manager of the setting.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector took into account the views of parents spoken to during the inspection.

## Inspector

Sharon Lea

## Full Report

### Information about the setting

Nyehome Nursery Schools Ltd was registered in 1983. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries managed by an organisation and is situated in purpose-built premises in the Nantwich area of Cheshire. The nursery serves the local area and is accessible to all children. It operates from three rooms, with a separate dining room and enclosed outdoor play areas.

The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 51 children attending who are in the early years age group. The nursery provides funded early education for children aged three- and four-years-old.

### What the setting needs to do to improve further

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

- extend the opportunities for children to develop their independence skills during snack and mealtimes. For example, through enabling toddlers to pour their own drinks and pre-school children using the bathroom after lunch, rather than using wipes.
- enhance the arrangements for sharing information and partnership working with other providers, such as childminders, when children attend more than one setting, in order to fully support children's learning and development.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

The quality of teaching is good. This is because staff have a good knowledge and understanding of the prime and specific areas of learning and how children learn. Staff carry out observations of children during play, using these to identify current levels of development and potential next steps for their learning. They plan and provide a wide range of continuous, child chosen provision and adult-initiated activities both indoors and outdoors. This enables children to develop their own ideas and be fully supported in developing their skills and understanding. Staff create a stimulating learning environment

where children can make independent choices from the accessible range of good quality resources, supporting their confidence and curiosity as they take part in their chosen activities. This demonstrates the knowledge staff have of the children's needs and how to support them through their skilful teaching. Staff observe children closely and interact effectively with them. Consequently, children make good progress in their learning, which enables them to be well prepared for the next stage of their lives and in preparation for school.

Children's learning and development needs are well met because staff are observant to what they are doing, providing individual attention as they get down to the children's level. They encourage and extend children's learning as they give them ideas, provide challenge and promote their thinking skills. For example, staff respond well to toddlers' interest in toy farm animals, prompting them to name the animals and attempt to make the animal sounds. Staff use this experience to further extend the children's learning by asking them to find another of the same animal, resulting in the introduction of counting and comparing the sizes of the big and small animals. Older children observe that their spaghetti at lunchtime looks like worms. Staff tune into this, encouraging the children to think about where they might find worms when they go outdoors after lunch. This prompts a discussion about what they might use to find them, such as magnifying glasses which they are aware make everything look bigger. This demonstrates that children experience a good balance of child-initiated play and adult-led activities which support and extend their learning.

Children's communication and language development is well supported by staff throughout the day. Children of all ages enjoy sharing picture books and stories with staff and engage happily with songs and action rhymes, such as the wheels on the bus, copying the actions led by staff. Older children enjoy a weekly French lesson where they enthusiastically learn to count, name colours, and apply this knowledge through fun games and creative activities. Staff speak clearly and repeat words to support younger children in their language development. Older children are continually engaged in conversation by staff who listen to their responses and ask open-ended questions to further their thinking. They provide a print rich environment where resources and displays are labelled with pictures and print. This assists children to develop their early reading skills. Resources for writing and mark-making are evident in every room and outdoors where children use pencils, chalks and shaving foam to enable them to develop their early writing skills. This supports children's developing literacy skills, in readiness for the next stage in their learning, such as school.

The setting is committed to working in partnership with parents and carers and developing positive relationships. This is to promote consistency of support with regards to children's learning and development. Parents complete thorough initial assessments of their child's learning and development with their child's key person when they start in the setting. This enables the needs of the child to be met from the outset and provides a more accurate assessment of children's starting points. Parents receive daily verbal feedback about their child's care and the activities that they have been engaged in. They are actively encouraged to contribute information about their child's learning at home and provide up-to-date information on their child's interests. Summaries of each child's learning and development are shared termly with parents and thorough progress checks at age two are

completed with parents. The provision of a mini library enables parents to share books with their child at home and provide feedback to staff on their child's level of enjoyment.

### **The contribution of the early years provision to the well-being of children**

There is a good key person system in place which supports children in forming positive attachments and relationships with staff. Individual needs are taken into account and, as a result, children settle well. Comprehensive information is gathered from parents and carers to support children settling-in. This includes personal information about things, such as their likes and dislikes, as well as their starting points of learning. This means that staff can provide for the child's routine needs and interests from the outset, resulting in children's physical and emotional needs being met. Similarly, the support for children's transition to other rooms within the setting is just as effective. For example, staff visit the new room with the child and plan appropriate support to minimise any anxiety. All children are well prepared for any transitions in their life and for entering school. They are fully prepared and settle well into the school environment because staff make sure they are confident and prepared socially. Therefore, children are enabled to make good progress in their learning and development.

Children of all ages and abilities display confidence in their surroundings and are eager to learn and play in this welcoming provision. The environment both indoors and outdoors enables children of all ages to freely select a wide range of resources to support their play and learning. Children gain an excellent sense of self and well-being as throughout the nursery photographs of them engaged in activities within the setting are displayed. Children behave well because the staff consistently role model respectful relationships and good behaviour, encouraging the children to use good manners. Older children take responsibility for managing their own behaviour, using happy and sad faces that they have drawn to depict their positive or negative feelings. These are used by staff to support children to work towards achieving happy faces by home time.

Physical skills and exploration are well promoted as children have daily access to the outside area. Here, they take risks safely as staff encourage them to challenge themselves on the large equipment. The recent development of a forest area outdoors has enabled the children to build dens, challenge themselves on the log stepping stones and test their skills on the parallel bar. Snacks and meals are well balanced and nutritious, with fresh produce sourced locally and all dietary needs are catered for. Self-care is promoted well as all children benefit from established hygiene routines. Some opportunities are provided for children to be independent and develop self-help skills. Older children are encouraged to wash their hands and use the bathroom, serve their own meals and pour their own drinks. Children do these things skilfully as staff have enabled them to develop their confidence and demonstrated their trust in their abilities. However, these opportunities are not always consistently provided as younger children do not yet pour their own drinks and older children use wipes rather than wash themselves in the bathroom after lunch. This does not, therefore, provide fully for their progression to the next room in the setting or school.

### **The effectiveness of the leadership and management of the early years provision**

The management team have clear roles and responsibilities to ensure that the setting is effectively organised and the requirements of the Statutory framework for the Early Years Foundation Stage are effectively implemented. Staff's knowledge of the safeguarding procedures is strong and they have a clear understanding of their role and duty to report any concerns. The procedure to follow in the event of an allegation of a member of staff is clearly established and the ongoing suitability of staff is monitored effectively. The written safeguarding policy contains detailed information and a clear reminder of the procedures to follow where there are identified concerns. Parents are made aware when first joining the setting of the role and responsibility of the staff to protect all the children in their care.

Comprehensive policies and procedures, risk assessments and safety measures put in place ensure that risks and hazards are minimised. These are regularly reviewed and information from accident records are used to further assess risks and to inform staff practice. Parents are quickly notified of any accidents sustained by children and any first aid given. Detailed accident and medication records are maintained and signed by parents. This helps to keep them informed at all times and helps to protect children's welfare. Safety and security are given high priority. For example, staff and management ensure that only authorised persons have access to the setting. This is further enhanced through additional systems, such as keypad locks on all internal doors, to prevent unauthorised access into the children's rooms. All of which, make sure that appropriate steps are taken to minimise risk and keep children safe and secure.

The ongoing performance management of staff is well established. A thorough recruitment and induction process ensures that new staff are suitable and fully understand their role and responsibilities. All staff contribute to the supervision and appraisal process and these are used well to highlight training and development needs, ensuring continuing professional development for all staff members. Managers carry out regular checks of observation and assessment files to ensure they are kept up-to-date. They observe staff practice and check that planning is broad and balanced. Individual and whole setting tracking of children's progress identifies any gaps in learning or provision which are quickly addressed by staff and management.

Partnerships with parents are very good and those spoken to speak highly of the support their child is receiving and the progress they are making in their learning and development. Daily verbal information is shared with parents and termly progress updates to ensure they are fully involved in the care and learning of their child. As a result, staff can promote consistency in children's care and learning. Children's experiences are extended as parents' opinions are sought and responded to. In addition, there is an extensive array of information for parents throughout the nursery. Parents receive newsletters, have access to a website and attend parents' evenings and other social events, such as summer fairs. There is an established parent group with parent representatives from each of the different age rooms. This provides parents with another channel to make suggestions for further activities or improvements within the setting. Effective partnerships with external agencies and local schools are well established and contribute securely to meeting children's needs. However, there is scope to develop these positive partnerships further, through the two-way sharing of information with other providers, such as childminders' settings which children attend.

Children's development and welfare is enhanced as staff complete a variety of training courses. The commitment to continually develop the provision to make sure children reach their full potential in their learning and development is evident. The setting gathers feedback from parents and carers via questionnaires and comments books, to inform the self-evaluation. Children's views on the things that they enjoy within the setting are also captured and used to gauge their happiness and contribute to future planning. Changes made benefit the children who attend and the areas for improvement will build on the already good practice.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	305220
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	899604
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	81
<b>Number of children on roll</b>	51
<b>Name of provider</b>	Nyehome Nursery School Limited
<b>Date of previous inspection</b>	12/12/2012
<b>Telephone number</b>	01270 629005

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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