

Knutsford Day Nursery Ltd

Knutsford Day Nursery, 2a Brook Street, KNUTSFORD, Cheshire, WA16 8BN

Inspection date	14/08/2014
Previous inspection date	22/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff interact positively with children and plan a wide range of activities, taking into account the individual needs of children. As a result, children make good progress in their learning and achieve very well in mathematics and writing skills.
- Managers show a strong commitment to improvement. They take clear action to address any issues identified and seek the views of staff, parents and children. This allows them to continually evaluate and improve what is offered. Consequently, children benefit from good quality care and education, which meets their needs well.
- Managers focus very strongly on safeguarding and child protection. They regularly question staff at team and individual supervision meetings, to make sure they fully understand the comprehensive policies in place. Staff are confident in explaining and implementing the procedures, to ensure children are protected from harm.
- Staff promote effective partnerships with parents and other professionals. The detailed exchange of information contributes positively to children's care and learning, to ensure their individual needs are met well.

It is not yet outstanding because

- Children's interest in books is not fully exploited, through access to a highly inviting book area within the Rising Fives and Little Learners rooms.
- There is scope to maximise learning opportunities in the outdoor area, so older children have even more opportunities to investigate and explore.

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.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day and from feedback via email.
- The inspector observed activities in all playrooms and the outside learning environment.
- The inspector held meetings with the manager and deputy of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, children's learning records, the nursery's self-evaluation and a range of other documentation.

Inspector

Val Thomas

Full report

Information about the setting

Knutsford Day Nursery Ltd was registered in 2005 on the Early Years Register. It is owned by a limited company and operates from a converted library in Knutsford, Cheshire. The nursery opens five days a week from 7.30am until 7pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. Children are cared for across three rooms and have access to an enclosed outdoor play area. There are currently 77 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children, who speak English as an additional language. There are currently 16 staff working directly with the children, 11 of whom have an appropriate early years qualification. Two of the staff have appropriate qualifications at level 4, seven at level 3 and two at level 2. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the book areas in the Rising Fives and Little Learners rooms, so that they are more inviting, to encourage children to handle and look at books more often
- extend the experiences and resources for older children in the outdoor area, so that highly stimulating opportunities are continually available, for example, by providing; even more challenging climbing equipment, materials to build dens with and a wider range of resources for the 'mud kitchen', so they have even more opportunities to investigate and explore.

Inspection judgements

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

Staff demonstrate good teaching skills throughout the nursery. They plan a wide range of activities, which are clearly based on children's individual next steps in their learning. Each key person knows the children in their group very well, through the regular and accurate observations and assessments of children's learning. They use this information and the information they gather from parents on a regular basis, to ensure children's learning is effectively promoted. Staff are very proactive at involving parents in their children's learning through the sharing of the 'All about me' information sheets each month and the reports sent home every three months. Parents spoken to at the inspection, say that staff are always giving them ideas for activities at home. This supports children's continual learning and as a result, they are making good progress towards the early learning goals.

Staff promote children's language development very well. They use open-ended questions effectively during activities to develop children's thinking skills. For example, staff ask children in the Little Learners room, 'Where do you find shells?' when they search for treasure in the water. In the Rising Fives room, staff ask children, 'Where do onions come from?' when making their pizzas. Children are confident learners and engage in conversations with the staff, answering their questions and talking about their experiences. Staff support children with English as an additional language well. They obtain many words and phrases in children's home language and use these during routines and play. Consequently, children are developing their confidence in expressing their needs and they talk to staff about what they are doing. Staff communicate well with babies and sit on the floor with them to encourage their play and exploration. Babies are happy and enjoy the positive interaction they receive, having lots of fun as they knock the cardboard rolls over. Staff support younger children's mobility well, praising them for their efforts when they try to take their first steps. Throughout the nursery, there is a wide range of resources, which are easily accessible to children. This develops children's independence and allows them to make choices in their play. There is scope to enhance the book areas in the Little Learners and Rising Fives rooms, to make them more inviting with less distraction from other play areas. This is in order to further develop children's interest and encourage them to sit and handle the books more often.

Staff seek advice and support from the local authority to ensure they are able to support and effectively challenge all children's learning. They teach and extend the learning of the more able children in their mathematical and literacy skills very well. For example, staff encourage children to progress from writing their own name, to writing sentences on their post cards to their family. Staff make changes to the room to ensure that there are more number lines for children to count and recognise numbers and provide equipment, such as calculators and telephones in the role-play area. Staff encourage children to solve problems, using their fingers to count how many are left when some are taken away. Children are confident in naming shapes and staff explain the difference between a square and a rectangle, encouraging children to look at the lengths of the sides of the bread they are buttering. Staff make sure that children are ready for the move to school. They plan group activities, such as story times, to encourage children to sit and listen and promote their independence in their self-care skills. Children concentrate very well and are keen learners. They sit for long periods drawing their pictures. Children in the Little Learners room freely express themselves when painting their pictures. Staff promote children's understanding of the community by taking children on a varied range of outings. For example, children go to the nearby train station to learn about transport and visit an ice cream farm to learn how ice cream is made.

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

Staff promote very positive relationships with children, which makes sure that children are settled and happy in the nursery. Key persons liaise closely with parents to exchange detailed information about children's care needs and routines. There is an effective settling-in procedure and staff are flexible in accommodating what is best for the parents and children. As a result, children settle quickly and staff know and implement their individual routines to make sure the move from home to nursery goes smoothly. Staff

cuddle babies if they get upset and are alert to when they are not feeling well. Staff take prompt action to contact parents, so that they can collect their children if needed. Family photograph books for individual children are available, which provides reassurance and helps them to feel secure. This ensures that children's emotional well-being is effectively supported. Staff prepare children well when it is time for them to move rooms in the nursery. The key person supports them on short visits, until they are familiar with the new staff. Therefore, children are confident and feel secure in the nursery, as they grow and develop. Staff are proactive at making sure that children are ready for the move to school. They talk to children about their new school and take children on outings, so that they can go and view the school buildings.

Staff place a strong emphasis on helping children to learn about keeping safe. They invite organisations into the nursery, such as the police, so that children can learn about how the police can help them. Staff practise regular fire drills with the children, in order that they are clear of the routine to follow in an emergency. They raise children's awareness of keeping themselves safe through questioning during activities. For instance, children know that they must not touch the oven as they may burn themselves, when they take part in making pizzas. Staff take good precautions to make sure babies are safe while sleeping. They use a timer to alert them to regularly check young children when they are asleep. Staff manage behaviour well and children respond positively to the boundaries set. Consequently, children play well together and learn how to share and take turns. Staff reinforce positive behaviour through the very effective use of praise and this results in children copying each other's good behaviour. For example, children use their manners very well in the Rising Fives room. Staff encourage children to carry out tasks for themselves and this contributes well to their confidence in their own independence. For instance, children go to the toilet by themselves and prepare their own snack.

Staff encourage children to develop a healthy lifestyle through the daily routines and activities provided. They promote good hygiene routines and are meticulous in ensuring these are always carried out. Staff wear protective clothing for serving food and changing nappies and ensure children wash their hands at appropriate times. Children confidently explain that they need to wash their hands to make the germs go away. Healthy and nutritional meals are provided and staff actively develop children's understanding of why food is good for them. Consequently, children know that cheese makes you big and strong and is good for your bones and teeth. Staff take children outside to play in the garden area on a daily basis, to ensure they have plenty of fresh air and can be active. There is a varied range of equipment, such as wheeled toys, small slides and balancing equipment for children to develop their physical skills. Children enjoy using the chalks to make marks on the boards outside and engage in hide and seek games with the staff. There is scope to make the area even more stimulating to enhance children's learning. For example, providing climbing equipment on a larger scale and a wider range of materials for den building and the 'mud kitchen', so older children have even more opportunities to investigate and explore.

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

The leadership and management team place a strong focus on ensuring that children are safeguarded. Managers organise regular team meetings and individual supervision sessions for staff, at which child-protection issues are discussed. They regularly question staff about how to report any concerns they have in relation to children and how they will deal with any allegations made against staff. All staff attend safeguarding training and as a result, they demonstrate a good knowledge of child protection procedures. This ensures that children are protected from harm. The manager makes sure that staff mobile telephones are stored securely in the office and there is a signing in and out procedure to make sure that staff cannot remove them. Consequently, children are not put at risk. Leaders and managers have a good understanding of their responsibility in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Recruitment procedures are robust and all staff have suitability checks in place, which safeguards children. Seven of the staff have a current paediatric first-aid certificate. Managers deploy these staff effectively in each room, so that they can respond to any medical emergencies without delay. Staff take responsibility for ensuring the areas used by children are safe by completing regular risk assessments. As a result, children can play safely. Staff are vigilant in making sure that any visitors to the nursery have their identification checked. They take extra precautions and contact the relevant organisation to make sure that the visitor is genuine. This helps to keep children safe. Staff keep accurate records for accidents, medication and attendance, which promotes children's safety and welfare.

The leader and managers make sure that the learning and development requirements are met to a good standard. There is a good level of qualified staff and managers encourage staff to undertake further qualifications and training to enhance their knowledge. This has a beneficial impact on children's learning. For example, staff plan activities from training about communication for two-year-old children in the Little Learners room. They develop children's language skills by introducing activities to encourage their imaginative play, such as pretending to go to the shop. The management team monitor staff practices regularly and ensure regular supervision meetings take place to discuss any issues. This ensures that both staff and children are effectively supported. The leadership and management team have worked hard to make changes to address the issues identified at the last inspection and from feedback from staff, parents and children. Staff accurately record when children leave the building to go on an outing and the complaints system is more effective as managers clearly understand what detail to record. This means that children's welfare is promoted to a good level. Managers have introduced a new system to obtain detailed information about children's starting points and they are monitoring the implementation of this. As a result, staff know the children very well and they are able to build on what children already know and can do. They work closely with the local authority and attend training, so that they are efficient in tracking children's progress. This enables staff to support children more effectively and access interventions from other professionals if needed. Consequently, children are making good progress towards the early learning goals.

Staff promote very strong partnerships with parents. They share information with parents on a daily basis regarding children's well-being and their development. As a result of feedback from parents, home sharing books have been introduced. Staff record the activities children engage in each day and details of their care needs, such as nappy changes and food eaten. Parents also use this book as a form of communication to detail

their children's interests at home. This enables staff to build on children's learning. Staff consult with parents in the baby room, to gather information on ideas for menus for babies, to encourage better eating habits. As a result, menus are changed to meet the children's individual needs. The detailed policies for the nursery are available on the nursery's website to ensure parents know how children are cared for. Regular newsletters keep parents informed of the planned activities and learning opportunities taking place for children. Parents are positive about the nursery and say that they are extremely happy and that staff provide an excellent standard of care. Their comments include, 'the nursery is brilliant' and the staff are 'really good and comforting' with their children. Partnerships with other professionals are highly effective. Staff liaise closely with staff from the local child development centre with regard to the needs of children with special educational needs and/or disabilities. Consequently, staff are confident to promote specific targets for children to ensure that they progress in their learning and development. Staff attend meetings with other agencies and parents, to ensure that children have the required support they need. They build effective partnerships with other settings children attend and with schools that children are moving onto. This contributes to children's care and learning being effectively promoted.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
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 monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

Unique reference number	EY315231
Local authority	Cheshire East
Inspection number	962802
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	64
Number of children on roll	77
Name of provider	Knutsford Day Nursery Limited
Date of previous inspection	22/11/2013
Telephone number	01565 653147

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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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