

# Stretton Day Nursery

7 Tarporley Road, Stretton, Warrington, Cheshire, WA4 4NB



## Inspection date

25 August 2015

Previous inspection date

21 February 2012

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

## Summary of key findings for parents

### This provision is good

- Managers and staff provide a broad range of activities which follow children's interests and meet their needs effectively. As a result, children make good progress in their learning and are well prepared for their transfer to school.
- Children thrive because they are cared for by staff who form close bonds with them and pay a good level of attention to meeting their individual needs. This means that children are happy and secure in the nursery.
- A strong partnership with parents has a positive impact on children's well-being and learning. Parents appreciate regular feedback from staff about their child's progress at nursery. Staff work closely with parents to share information about their child's care and learning to ensure that needs are effectively met.
- Managers ensure that staff have a good knowledge of safeguarding. Staff's knowledge is regularly updated and they are clear about what action to take if they have concerns about a child's welfare.
- Self-evaluation is effective and successfully takes into consideration the views of staff, parents and children. Managers set clear targets which lead to improvements in the nursery.

### It is not yet outstanding because:

- On occasion, the planning of daily routines does not ensure that time is organised in the best possible way to promote children's well-being and learning.
- The recently introduced system for monitoring and tracking children's progress is not yet fully developed. This means that managers cannot effectively target where any additional support is needed to ensure that all children make the best possible progress.

## What the setting needs to do to improve further

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

- refine the planning of daily routines to ensure that the organisation of care routines does not have a negative impact on children's well-being and learning
- use assessment effectively to track the progress of different groups of children, in order to ensure managers are better informed about where any further support is needed.

### Inspection activities

- The inspector observed children's engagement in their activities.
- The inspector spoke with the staff and children at appropriate times during the day and held meetings with the nursery managers.
- The inspector carried out a joint observation with one of the managers.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies, procedures and self-evaluation.

### Inspector

Elaine White

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff observe and accurately assess each child's level of achievement and plan effectively for their individual learning. Staff question children well to encourage them to think and to extend their learning. Older children are encouraged to understand the concept of subtraction as they work out how many toy dinosaurs they will need to take away to make a given number. Staff follow children's interests and interact well to promote learning. For example, during role play, staff encourage children to write down orders for the 'ice creams' other children are making in the outdoor mud kitchen. Babies are supported well to learn to crawl and walk in the safe learning environment. Children develop a love of books and use their listening and communication skills well when they are asked questions, to help develop their understanding of the story. On occasion, the organisation of care routines has a negative impact on children's learning and well-being. For example, some children wait too long to take turns to wash their hands, or their concentration is interrupted during the story, in order to have a nappy change.

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

Babies' and children's good health is fostered well. Children relish being outside, and spend much of their time learning in the well-resourced outdoor area. Children grow vegetables which they enjoy eating at mealtimes. Children enjoy being physically active. Babies enjoy crawling and walking and are regularly out in the fresh air in their prams. Older children climb and balance on the range of equipment outdoors. Children show a strong sense of security in the nursery and learn to use toys and equipment safely. They respond well to staff's positive approach, which effectively builds their confidence and self-esteem. Children understand the expectations for behaviour and apply their understanding well. They show growing independence in feeding and dressing themselves and are socially, physically and emotionally equipped with the skills they need for future learning.

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

Managers have a good understanding of the requirements of the Early Years Foundation Stage and work well to ensure that they are met. Managers make sure that the well-qualified staff team promote learning effectively. Staff performance is monitored and reviewed, and staff attend regular training to further develop their skills and knowledge. Managers have a good understanding of what the nursery does well and have a clear commitment to further improvement. They pay close attention to monitoring the progress of individual children, to ensure that their needs are met and any gaps are swiftly identified. This helps to make sure that all children, including those with special educational needs and/or disabilities, make good progress. Managers are currently developing their assessment system. They are aware that this could be developed further to give an even better picture of the progress of different groups of children, in order to identify where further support is needed and to establish different patterns or trends in learning styles.

## Setting details

<b>Unique reference number</b>	315317
<b>Local authority</b>	Warrington
<b>Inspection number</b>	871983
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	63
<b>Name of provider</b>	Patricia Margaret Morris
<b>Date of previous inspection</b>	21 February 2012
<b>Telephone number</b>	01925 730277

Stretton Day Nursery was registered in 1997. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including two with Early Years Professional status or Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two, three- and four-year-old children.

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