

Prestbury Day Nursery

Alderley Road, Prestbury, Macclesfield, Cheshire,



Inspection date	19 January 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers demonstrate their strong commitment to achieving the best outcomes for all children. The well-qualified practitioners show superb understanding of how children learn. They plan and join in with a wide range of exciting activities and as a result, children become eager learners.
- Practitioners make regular observations of children and accurately assess their progress. They identify next steps for children's learning and share them with other staff and with parents. This means that everyone works together to promote children's development and to ensure children make good progress.
- Practitioners encourage parents to continue children's learning at home. For example, parents help children to find an interesting item to take to nursery for their 'talking tub'. Practitioners support children to describe the item and remember why they chose it. This helps to promote children's communication and confidence.
- The play and learning environment is presented to a high standard indoors and outdoors. Children explore freely. They continuously discover interesting things to think about and experience as they play. This helps to promote children's positive behaviour because they are absorbed in meaningful activities.
- Children's safety is promoted extremely well. For example, children with allergies to certain foods are kept safe because everyone adheres rigorously to well-established routines for preparing and serving food.

It is not yet outstanding because:

- Managers do not make enough use of information gathered from the assessment of children's progress when they evaluate the provision and plan improvements.

What the setting needs to do to improve further

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

- use all of the information available about children's learning in order to identify specific targets for improvement that lead to measurable impact on children's achievements.

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 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 manager and the nursery's training and development manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The provider trains managers and practitioners to understand the nursery's safeguarding procedures. Practitioners know what they must do if they are concerned that a child may be at risk of abuse or neglect. The system for recruiting practitioners is robust. It includes careful checking of candidates' identity and references. New employees undertake a demanding programme of induction training and complete a period of probation before their appointment is confirmed. Managers provide supportive supervision that helps practitioners to improve their knowledge and skills. For example, they have recently introduced a system for observing and assessing the quality of practitioners' teaching. As a result, practitioners know what they do well and understand what they need to improve.

Quality of teaching, learning and assessment is good

Pre-school children learn to communicate confidently and in different ways while they sit together at group time. They think about and describe how they feel. This helps children to learn to consider other people's feelings. Children learn to link written letters with the initial sounds of words and can demonstrate the finger signs for each letter. This helps to promote their early reading skills and physical development. Babies frequently hear practitioners sing familiar songs. They begin to join in with the words and actions, which helps them to make good progress in learning to speak. Practitioners frequently read stories with children of all ages. They make the stories interesting and entertaining. As a result, children learn that reading is informative and pleasurable.

Personal development, behaviour and welfare are outstanding

Relationships in the nursery are unfailingly positive. Parents and children feel valued and welcome. Practitioners and parents regularly share extensive information about children. This keeps children safe and promotes their well-being. Adults successfully involve children in recognising and celebrating their own progress. For example, children proudly help to attach labels about themselves to the 'achievement tree'. Children become deeply involved in sensory and investigative play. For example, two-year-old children find a tiny worm in the mud. They use magnifying lenses to look more closely. Practitioners sensitively support children to quietly watch and find out about the worm before they gently put it back. Consistent daily routines help to promote children's independence very effectively. Children are given more responsibility as they grow older and prepare to start school.

Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children can sit for increasing periods in adult-led groups. They listen attentively and can ask and answer questions about familiar stories. Children know the words and actions to rhymes and songs. They can count and use numbers in the context of daily routines. Children understand how information technology can help them to learn. For example, pre-school children watch an excerpt from a natural history programme and find out about animals that live in cold climates. Children can serve themselves food and drink and know that eating the right amount helps to keep them healthy.

Setting details

Unique reference number	EY485646
Local authority	Cheshire East
Inspection number	1005354
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	65
Number of children on roll	94
Name of registered person	Asquith Nurseries Limited
Registered person unique reference number	RP900811
Date of previous inspection	Not applicable
Telephone number	01625 827 500

Prestbury Day Nursery was registered in 2015. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and one at level 6. One member of staff holds early years professional 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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