

Inspection of The Cheshire Day Nursery

2 Grammar School Road, WARRINGTON WA4 1JN

Inspection date:

6 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children develop a love of learning as a direct result of the meticulously planned curriculum and learning environment. The focus on children's communication and language skills provides a central theme from which learning in all other areas is derived. Children express their opinions and ideas freely and with confidence, using new vocabulary fluently through speaking and using signs. Skilled staff use every interaction with children to support them to know and understand more, furthering exceptional progress in all areas of their learning. Activities are planned to ensure that children acquire and build on the key skills and knowledge that they need next.

Expectations and aspirations for staff and children are high. Children proudly emulate the respectful manner of staff and demonstrate mature personal and social skills. For instance, very young children sit calmly together for snacks and meals, waiting their turn, helping each other and engaging in polite discussion. The superbly well-embedded routines of the day help children to feel safe and secure. Babies settle very quickly as their key staff work closely with parents to find out important details about their home life and routines. Children's learning is considered with sharp focus, and they are equipped with an abundance of skills and knowledge from their time at the setting. They are extremely well prepared for the transition to each new room within the setting and on to the next stage in their education.

What does the early years setting do well and what does it need to do better?

- Dedicated leaders and skilled staff work together to facilitate the seamless smooth running of the setting. The ethos of the setting is clearly embedded, and staff's expertise is highly valued. Staff morale is high and translates into wonderful daily experiences for all children.
- Training opportunities support staff's interests and children's needs. Staff research topics of interest and share their knowledge with the team. Leaders support staff to continually further their professional development. This builds on the consistently high standard of practice throughout the setting.
- Staff use core stories and songs to help embed children's language and literacy skills. Babies and young children listen with rapt attention and demonstrate superb concentration as staff enthral them with their storytelling. Children's communication and language skills are promoted exceptionally well. This is reflected in children's confidence and enthusiasm to chat to visitors.
- Lending libraries with books in many languages promote a love of stories and language. Children who speak English as an additional language benefit from staff learning about their home languages and traditions. Staff share books and ideas with parents and appreciate that learning multiple languages is a gift. This

learning is promoted superbly through staff's close relationships with parents.

- Children's learning is seamlessly sequenced with consistent messages across the setting. For instance, each room has a linked skill of the week. This provides a focus for core activities, which is mirrored throughout the rooms and adapted to the abilities of each group. This supports children to learn at an appropriate level and enhances familiarity as they progress through the setting.
- A key focus of the setting is to promote children's emotional literacy. This is built on slowly from the earliest age. Babies look in mirrors and learn to recognise facial expressions. Older children learn to express and discuss their feelings. Consequently, children demonstrate a mature awareness of their friend's feelings and of their own behaviours.
- Staff support children as they learn and practise new physical skills. They plan opportunities for babies to stand and balance and for young children to climb and slide. Children practise control and precision as they enjoy making tea in china cups, relating to the story they have read. Children develop proficiency in their physical skills.
- Staff monitor and assess children's progress continually and plan with focus for what they need to learn next. For instance, staff plan outings with specific skill and knowledge acquisition in mind. A trip to the duck pond helps some children learn to keep themselves safe and others to experience natural phenomena in response to their interests. Learning is individually tailored and promotes the development of children's individual character and interests.
- Staff are passionate about identifying gaps in children's learning and implementing early interventions. Children with special educational needs and/or disabilities (SEND) are supported especially well in this respect. Where external support is needed, this is accessed swiftly to help all children make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2698592
Local authority	Warrington
Inspection number	10353674
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	78
Number of children on roll	57
Name of registered person	The Cheshire Day Nursery Limited
Registered person unique reference number	RP904296
Telephone number	01925 230233
Date of previous inspection	Not applicable

Information about this early years setting

Cheshire Day Nursery registered in 2022 and is located in Warrington. The nursery employs 19 members childcare staff. Of whom, 14 hold appropriate qualifications at levels 2 and 3. The manager and two additional members of staff hold appropriate level 6 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum, with a particular focus on communication and language.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of an activity with a member of the leadership team and discussed the impact that the implementation of the early years foundation stage curriculum was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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