

# Melrose Private Day Nursery School

6 Melrose Avenue, Sale, Cheshire, M33 3AZ



## Inspection date

31 July 2015

Previous inspection date

16 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

- Staff are well qualified which is reflected in the good teaching they provide children.
- Children are happy and confident. They are engaged in a range of activities that offer children of all ages realistic challenges and opportunities to explore and investigate. These activities and assessments of children's learning contribute to the good progress children make and ensure they are ready for the next stage in their learning.
- The staff team have worked together for many years. They offer consistency of care and have strong relationships with parents and the community.
- Parents speak highly of the staff team and the service they provide. They are fully included in the future of the nursery and in some of the decision making. Documentation given to parents to support their child's learning at home is detailed.
- The management team and staff have a secure knowledge and understanding of issues that may give them cause for concern regarding the children they care for. This is underpinned by robust policies. Therefore, children's safety and well-being is supported.
- The management team are enthusiastic and strive to offer a high-quality service. They keep abreast of changes within the Early Years Foundation Stage and share their knowledge with all the staff, creating very strong working relationships.

### It is not yet outstanding because:

- When children start at the nursery, staff do not immediately begin to plan for their individual learning.
- The nursery does not give sufficient priority to raising the quality of teaching to outstanding throughout, when planning for professional development.

## What the setting needs to do to improve further

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

- extend planning systems so that children's play experiences are planned for as soon as they start at the nursery
- Give raising the quality of teaching more emphasis when planning the programme for professional development.

### Inspection activities

- The inspector had a tour of the nursery with the manager.
- The inspector observed activities and the quality of teaching in all three age groups, inside and outside, and joined the pre-school on an outing.
- The inspector spoke to members of staff, parents and children at appropriate times during the inspection and held meetings with the manager and two members of the local authority advisory team.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences for all age groups.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the manager's procedures for self-evaluation.

### Inspector

Joanne Parrington

## Inspection findings

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

All children receive good quality play experiences, with the pre-school children receiving some outstanding activities. Staff use a variety of good teaching methods to engage children in activities and motivate them to think and respond with their own ideas. Staff listen to children and value what they say, questioning them to extend their learning. Through daily discussions, staff establish children's interests and use these to plan the play experiences, whilst incorporating their next steps in learning. Children gain many everyday skills during outdoor activities. Pre-school children really enjoy activities where they use their imagination skills and use books to support their ideas and creations. Children are proud of their creations and share their enthusiasm with other staff. Staff working with this age group ensure that these children develop the skills they will need to be ready for their Reception year and that parents are given lots of information to help them with this time of change. Children under two years begin to build solid foundations for their next stage in learning. They begin to master new skills, such as rolling over and becoming steady on their feet. Staff provide a running commentary and use lots of repetition to support these children with their developing vocabulary skills. Children aged two to three years enjoy playing outside, promoting their physical skills and well-being.

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

Children, parents and visitors receive a very warm welcome when they arrive at the nursery. Security features are strong, which contributes to children's safety. The key-person system is effective and meets the children's emotional and educational needs well. Staff have high but realistic expectations for children and support them to build their confidence to attend to their own needs. Children adopt good hygiene practices. They enjoy healthy meals and snacks which promotes their good health. Staff are very good role models, which has an increased benefit in children displaying good behaviour. Children's confidence and self-esteem is well promoted through consistent praise and recognition of achievements.

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

The management team implements the requirements well. The staff team is strong and well supported by senior room leaders and the management team. Together they monitor the educational programmes and the learning experiences offered to children. However, individual play experiences are not planned until six weeks after children have started, which slightly hinders the rate at which children begin to make at least good progress in their learning. Staff carry out observations of each other's practice and give honest feedback, including where practice may be strengthened. Staff receive supervision meetings and are enthusiastic about the benefits. The manager ensures that all staff receive training to aid their working practice. However, professional development does not always focus on raising the quality of teaching consistently to outstanding.

## Setting details

<b>Unique reference number</b>	310351
<b>Local authority</b>	Trafford
<b>Inspection number</b>	864959
<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>	40
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Jacqueline Knutton
<b>Date of previous inspection</b>	16 February 2012
<b>Telephone number</b>	0161 969 7754

Melrose Private Day Nursery School was registered in 2011. The nursery opens Monday to Friday from 7.30am to 6pm, all year round, excluding bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 19 members of staff including the manager, of whom 17 hold appropriate early years qualifications from level 3 to level 5.

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