

# Elmscot Day Nursery Ltd

149 Stockport Road, Timperley, Altrincham, Cheshire, WA15 7LT

## Inspection date

18/12/2014

Previous inspection date

03/02/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

|  |   |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 1 |
| The contribution of the early years provision to the well-being of children            | 1 |
| The effectiveness of the leadership and management of the early years provision        | 1 |

## The quality and standards of the early years provision

### This provision is outstanding

- The quality of teaching is consistently of a very high quality. Educational programmes are challenging, inspirational and focused to meet the individual needs and interests of all children. As a result, children are provided with rich, varied and imaginative learning experiences.
- Practitioners are highly skilled and sensitive in helping children to form secure emotional attachments. As a result, children's emotional well-being is very well met. Children are developing independence and their behaviour is exceptional.
- Children are developing an excellent understanding of how to manage risks and challenges through the excellent support from practitioners about how to keep themselves safe and healthy.
- Partnerships with parents, schools and other agencies are excellent. As a result, children's individual needs are quickly identified and exceptionally well met.
- Practitioners have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Robust systems are in place for the recruitment and supervision of practitioners. As a result, a strong team has been recruited and retained.
- Leadership is inspirational with a strong focus on practitioners' professional development, which ensures they are constantly improving their already exceptional practice.

## 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 observed activities indoors and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager.
- The inspector looked at observation and assessment records of the children.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation and improvement plan.
- The inspector took account of the views of the parents spoken to on the day.

## Inspector

Suzanne Fenwick

## Full report

### Information about the setting

Elmstcot Day Nursery Ltd was registered in 2001 and is on the Early Years Register. It is situated in a converted Victorian house in the Timperley area of Altrincham, and is managed by private providers. The nursery operates from seven rooms and there is an enclosed area available for outdoor play. The nursery employs 21 childcare practitioners. Of these, 17 hold appropriate early years qualifications at level 3 or above, including two with Early Years Teacher Status and two with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 167 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- continue to embed the already strong focus on developing children's self-esteem, for example, by ensuring displays of children's work are at their eye level.

## Inspection judgements

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

Children make exceptional progress in their learning and development in this vibrant and welcoming nursery. Consequently, they are extremely well prepared for their next stage in learning, including school. Practitioners have high expectations for all children based on accurate initial assessments, which are gathered and agreed in partnership with parents. Practitioners consistently use a highly effective system for observing, assessing and planning to ensure that educational programmes and activities are challenging, inspiring and appeal to children's interests. Practitioners make excellent use of the progress check completed for children aged between two and three years to plan for the next steps in children's learning. Consequently, these are precisely matched to their levels of achievement. For example, younger children are provided with large sheets of paper and a variety of paints to enable them to express themselves and make marks. Skilled practitioners support the children and enhance their play by introducing additional resources, such as cars. As a result, the children are exploring and experimenting through sensory exploration. Children in this nursery are curious and keen learners. They enjoy engaging in a challenging adult-led activity with their key person. The practitioner provides children with cork boards, pins, wooden shapes and hammers. As a result, the children are developing their small muscle control and coordination. Practitioners provide children with a variety of stimulating learning experiences. For example, they enjoy engaging in regular cooking and baking activities, and as a result, they are developing mathematical concepts

and building language skills. Children of all ages have regular opportunities to venture beyond the nursery in order to learn about the local and wider community. They enjoy visiting the local garden centre and the airport. Children travel by different means, including using public transport. Therefore, they are learning about the world around them. Children enjoy the opportunity to engage in singing classes, and have recently visited a local care home where they sang songs and Christmas carols with the residents.

Children enjoy the opportunity to play outdoors throughout the session and enjoy experimenting and exploring in the garden, mud kitchen and sensory area, as well as engaging in imaginative play in the 'enchanted garden' which practitioners have developed into a communication friendly space. Pre-school children are provided with the opportunity to attend a forest school session each week. During these sessions the children enjoy the opportunity to use tools, such as saws, to make boats which they later float on the water, as well as joining the qualified practitioner to make a fire, which they use to warm water and cook popcorn. Practitioners support the children's communication and language development through asking them critical questions which require the children to think for themselves. Children are provided to plenty of time consider their answers. Practitioners use communication and language programmes with all children. As a result, children become confident communicators because practitioners are excellent role models. They are very effectively deployed to engage children in conversation while they play, explore and eat their meals. Children enjoy coming together in their key groups for adult-led, focused activities. During this time, one group enjoys using a resource sack which contains different small world resources, and the practitioner encourages the children to share and take turns. Practitioners encourage children to write for a purpose in a meaningful context on a daily basis through providing them with a variety of resources, such as clipboards in the role play area and wet sand, to encourage younger children to use their fingers, as well as tools to write. Arrangements for supporting children with special educational needs and/or disabilities and children who speak English as an additional language are exemplary. Practitioners monitor children very closely so that support and intervention is sought promptly and children receive any additional support that they need. Children make rapid progress based on their starting points. Practitioners are very sensitive to the needs of those children who speak English as an additional language. They work closely with their parents to establish key words to use so that children can hear, see and use their home language in the nursery, which is essential for their language development.

Parents are fully engaged in supporting their children's learning at home. They are invited to regular meetings and parents' evenings to discuss their children's learning and development. Practitioners effectively use daily communication, including diaries, and provide plenty of opportunities for parents to review their child's learning records. The key person also suggests ways that parents can help prepare their children for school by reinforcing and practising the skills they teach in nursery, such as independent dressing and confident scissor or pencil control. Parents are also provided with home learning packs and have access to a library system which enables them to share stories with their children at home. The nursery organises parent workshops which offer extensive support and guidance on a range of topics, such as the use of dummies, sleeping arrangements, the Early Years Foundation Stage, school readiness and behaviour management. As a result, parents are fully aware of the value of, and confident with, promoting their children's learning at home. The nursery works very closely with the local primary schools

to ensure that all children are exceptionally well prepared for school. The pre-school teacher has held meetings with the schools to ensure that they are supporting the children to reach the goals which are expected by the schools.

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

The effective key-person system ensures that children are cared for by practitioners who know them extremely well. The key person builds very strong relationships with parents in order to support children's emotional well-being. The settling-in process is organised efficiently and works extremely well. Initial visits are led by the key person, during which comprehensive information is gathered from the parents to find out everything of relevance about the child. This means that individual care plans can be drawn up for each child prior to them starting. This ensures that children's routines and any specific dietary or health needs are fully understood and managed very efficiently and safely. Parents speak incredibly highly of the settling-in process, stating that they feel this has supported their child to make secure attachments to their key person. There is a gradual admissions process where children and parents are invited in for a variety of settling-in visits. This process is tailored to meet the individual needs of each family. Consequently, children make strong emotional attachments to their key person and other familiar adults because their needs are consistently met and they feel secure.

There are excellent and well-established systems to ensure that children are prepared emotionally for making the move to the next room within the nursery and to school. Within the nursery children attend regular settling-in visits to meet new practitioners and children and to see their new room, along with their existing key person for security. Parents are fully involved in the process as they are encouraged to visit the new room and meet the child's new key person. As a result, children are supported very well in making new relationships, building self-confidence and managing their feelings. The nursery has made excellent links with all the local primary schools. The pre-school teacher attends 'transition meetings' and the children are given the opportunity to visit the school to meet their teacher and become familiar with their new environment and routines. In addition the pre-school teacher takes photographs of the children's new teacher and classroom and effectively uses these during group time to further prepare children for their move. Practitioners plan activities into the daily routine which are more structured, and gradually prepare children for the change in advance of their move. For example, children are encouraged to dress themselves during physical education activities and for outdoor play.

Children learn to behave very responsibly from a young age and to cooperate within a group. For example, they learn about responsibility and being helpful as they are encouraged to help set up the tables for mealtimes and hand out bowls to the other children, which they do with great confidence. Older children show a high regard for keeping themselves and their environment safe. They bring back the skills which they have developed from their forest school experiences to the nursery. They regularly engage in woodwork activities, where they understand the importance of wearing protective clothing, such as goggles. Children consistently adhere to rules for wearing aprons when joining with messy play and carefully clean up any spillages. There are highly experienced and qualified cooks who prepare a range of healthy, home-cooked meals throughout the

day. The nursery is effectively supported by a nutritionist, who helps them to devise their menus. Older children are provided with the opportunity to create their own healthy menus. As a result, they are learning about healthy food choices and making decisions for themselves. The nursery has achieved the Healthy Setting Award with their local authority. Children are highly independent at every level. Babies eagerly try to feed themselves using spoons and manage this very successfully. As children get a little older, they ably use knives and forks to cut their food and are willing to keep trying until they succeed. Practitioners consistently encourage and reinforce good hygiene practices and health awareness through everyday routines and activities. Practitioners support all children to brush their teeth during the session. Children independently wash their hands before meals and after messy play. Practitioners support children through talking to them about the importance of removing germs. As a result, children learn to manage their health, hygiene and personal care very well. They relish being active outdoors in all weathers because there are interesting and challenging opportunities for them to move about and handle equipment and apparatus. For example, they enjoy climbing on large balancing beams and wooden blocks as they learn about managing their own risks with the support of highly skilled practitioners who reinforce the importance of personal safety. During the forest school lessons, the practitioners consistently reinforce the importance of safety and managing risk relative to their own limitations. As a result, children are developing self-reliance.

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

Arrangements for the recruitment and training of suitable practitioners are very robust. The management team strives for a highly qualified workforce and provides a rigorous induction programme followed by ongoing training and targeted supervision. This ensures that practitioners feel very well supported and have secure knowledge and skills to carry out their roles and responsibilities confidently. The management and practitioners have a comprehensive knowledge of the safeguarding and welfare requirements and ensure that procedures are implemented swiftly in order to protect children. Practitioners attend regular external and in-house safeguarding training, and as a result, their knowledge is current and accurate. Required documents are in place for the safe and efficient running of this nursery. These include accurate registers and thorough records of the children's details, which are kept confidential at all times. Children's health and safety are prioritised as accident and incident forms are completed precisely, discussed and signed by parents, ensuring they are fully informed of any incidents and illnesses. Stringent systems for recording medication to be administered are implemented to ensure the information gathered is accurate and precise. Comprehensive risk assessments and daily checks of the safety measures that have been put in place are carried out, which ensures that children continue to be well protected within a safe and secure nursery. Regular emergency evacuation drills are carried out with the children, which ensures they fully understand the procedures should there be such an event.

The management team set high expectations for the quality of the provision, practitioners' performance and children's achievements. The manager uses her knowledge, experience and skills to lead the team and continually enhance the already outstanding practice. In

addition, the practitioners benefit greatly from the expert role modelling of good practice, mentoring and coaching provided by the management team. As a result, the practitioners are continuously developing their professional practice. Practitioners regularly share their expertise and knowledge gained from attending training courses through regular meetings, as well as through modelling practice. There is a very well-established and effective system of self-evaluation that drives continuous improvement based on the views of practitioners, children and parents. Parents' views, in particular, are very important to the continuing development of services. Parents express how they feel part of the nursery and how their views and opinions are strongly valued and improvements are rapidly made if required. Practitioners are trained to reflect deeply on their own practice. They evaluate how well plans have worked so that improvements can be made to the environment and to further enhance children's capacity for learning. Consequently, the nursery sustains high levels of achievement and children are making exceptional progress. The management team support the practitioners in tracking the progress of individual and groups of children. There are also very effective systems in place, which the management team has developed to monitor and track the progress made by different cohorts of children. This is used very successfully to identify any particular trends in learning and to identify where any changes to the educational programmes are needed in order to meet the needs of every child. The nursery uses different quality assurance schemes, such as Pre-school Alliance and National Day Nursery Association, to support their continuous development.

Practitioners are fully committed to developing strong partnerships with other early years providers and local primary schools. They are fully aware that establishing these relationships makes a significant contribution to ensuring that the needs of all children are met. For example, teachers from the local schools visit the children at the nursery in the term before they move up in order to build relationships and share information. The nursery practitioners also accompany children and, in some cases, their parents, on organised visits to their new school. Consequently, children's move to school is made as seamless as possible and there is excellent provision for their continuity in learning. Strong partnerships are in place with specialised professionals to support children with special educational needs and/or disabilities. As a result, all children are making good progress given their starting points.

## 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY255885                 |
| <b>Local authority</b>             | Trafford                 |
| <b>Inspection number</b>           | 860422                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 70                       |
| <b>Number of children on roll</b>  | 167                      |
| <b>Name of provider</b>            | Elmscot Day Nursery Ltd  |
| <b>Date of previous inspection</b> | 03/02/2009               |
| <b>Telephone number</b>            | 01619800488              |

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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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