

# Broussa Day Nursery & Nursery School

27 Warwick Road, Hale, Altrincham, WA15 9NP



<b>Inspection date</b>	12 July 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Highly-qualified staff demonstrate good teaching skills and some aspects are outstanding. Activities are closely matched to children's interests and their next steps in learning. Children are enthusiastic, eager and all make good progress.
- The experienced management team have very high expectations. They set regular targets and reflect on how they can improve further. Parents' views are gathered using a range of effective methods and they often contribute to positive changes.
- Opportunities for children to learn about cultures, languages and the world around them are exceptional. Staff make excellent use of parents' knowledge. For example, parents come in to read stories to children in Spanish. They also provide the nursery with items from their culture for all children to learn about and explore.
- Children are happy and settled throughout the day. A very carefully planned key-person system is in place. New staff get to know children quickly and extremely positive attachments are secured. Staff spend a large majority of time with key children. They attend to their personal care needs, such as changing nappies.

### It is not yet outstanding because:

- Although procedures are in place for monitoring staff practice, high numbers of new staff mean that the managers have not yet fully embedded systems to help to raise the overall quality to a consistently outstanding level.

## 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 systems to monitor staff practice to strengthen and drive forward the overall quality to the highest achievable levels.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning.
- The inspector completed a joint observation in the pre-school room with the nursery manager and evaluated the teaching.
- The inspector held a meeting with the joint nursery managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents during in the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Procedures for the safe recruitment of staff and monitoring ongoing suitability are in place. Staff receive thorough inductions to help them to understand their roles. Initiatives are in place to retain the staff recently recruited. Staff receive effective safeguarding training. They are all knowledgeable and can recognise the signs of abuse. Flow charts are displayed around the nursery as reminders of the procedures to follow. Security to the nursery is monitored. Signs are displayed to remind parents to be vigilant and visitors wear badges so that they are clearly identifiable. This helps to keep children safe. Staff are deployed according to expertise. Ratios meet the legal requirements and in some instances exceed them.

### Quality of teaching, learning and assessment is good

Observations and assessments of children's learning are completed and shared with parents. Managers closely monitor children's progress and work with staff to provide early interventions if needed. Babies delight as they explore interesting textures, such as yoghurt. This provides a sensory experience and helps to strengthen the muscles in their fingers and hands. Staff provide water play for toddlers and add a range of fruits. They play with children, modelling descriptive words. Toddlers listen with interest and repeat the words they hear. This helps them to develop their speaking skills. The pre-school teacher engages children in a group activity using props to help to teach them early reading skills. She carefully adapts her teaching to meet the needs of all children.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is exceptional. Staff are positive role models who offer a consistent age-appropriate approach. Pre-school children receive a pebble for positive behaviour which they place in a jar. When the jar is full the whole group receive a reward. Children clap and celebrate each other's' achievements. This helps to raise their confidence and self-esteem immensely. Toddlers already know how to share and take turns. All children are highly independent. Babies use photos to indicate what they would like, for example, a drink. Toddlers scoop flour and pour water to make dough. Pre-school children serve their own lunches. Parents are provided with inspiring opportunities to continue learning at home. For example, they are invited to attend parent workshops, such as specialised sleep support, and take home well planned learning resources. Partnerships with other professionals are excellent. Support for children who have special educational needs and/or disabilities is coordinated through these highly effective partnerships. Parents comment extremely positively about the specialist care children receive.

### Outcomes for children are good

All children, including those for whom the setting receive additional funding and children with special educational needs and/or disabilities, make good progress. Pre-school children recognise letters, hear initial sounds, explore rhyming and blend sounds together to make simple words. Boys in particular engage well in learning literacy skills. Children are well prepared for school. All children are confident and display excellent social skills.

## Setting details

<b>Unique reference number</b>	EY493982
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1108242
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	178
<b>Name of registered person</b>	Elmscot Group Limited
<b>Registered person unique reference number</b>	RP910343
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01619285178

Broussa Day Nursery And Nursery School was re-registered in 2015. The nursery employs 20 members of childcare staff. Of these, 18 hold appropriate early years qualifications, four are early years teachers, one holds qualified teacher status and two hold Early Years degrees. The nursery operates between 7.30am and 6pm, all year round with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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