

# Inspection of Elmscot Day Nursery and Nursery School

149 Stockport Road, Timperley, Altrincham WA15 7LT

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Inspection date: 17 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children and their parents love their nursery. Even the newest children settle quickly, as they are supported by an effective settling-in process. They establish strong and affectionate bonds with the nursery staff. Babies are soothed to sleep with gentle singing. Older children speak confidently to the inspector and tell her that they love their nursery, and they have lots of friends.

Children access the creatively resourced outdoor space frequently. They develop their core strength and agility. Older children run, balance and pull themselves up on climbing frames. Babies crawl up and down a soft-play area. They develop their muscles as they pull themselves up to investigate a water tray. Toddlers enthusiastically mix petals with citrus fruits in water. They laugh as pumpkins make a big splash. Children develop their fine motor skills as they roll and squeeze play dough and squash 'googly eyes' into it. Children benefit from the many opportunities that support their physical development.

Opportunities to develop communication and language are highly prioritised at this nursery. Children listen to stories that are read with passion and great intonation. Older children are challenged to discuss events of a story. For example, they laugh as they talk about why a duck has webbed feet and if they think a duck needs money. They independently access recipe books and discuss whether to make cake or sourdough bread. Children are developing a love of reading and are beginning to understand that print has meaning.

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

- The highly qualified management team has high expectations of all children. Children make good progress in their learning and development from their starting points. Overall, the quality of teaching is well planned and sequenced. Sometimes, staff plan activities that are not focused enough on what they want children to learn.
- Children are curious and active in their learning. They independently play with their peers. For example, older children work together to build a house with construction blocks. Younger children build towers from loose parts. Occasionally, staff are too quick to intervene in child-led activities. Children are not always given enough time to solve problems and process their thoughts independently.
- The nursery is committed to building positive relationships with parents. Parents feel included and extremely valued at this nursery. They say that they are kept well informed about their child's progress and are included in their learning. Parents are happy to leave their children at the nursery, knowing that they are safe, happy and are getting excellent care and education. The nursery is swift to

work with parents if they identify that a child is not meeting age-related expectations. Gaps in learning are collaboratively identified and swiftly closed.

- Children are confident about the rules at the setting and are happy to share these with the inspector. Older children know to put their hands on their knees when sitting in a small group 'because someone may stand on them'. They are respectful and use lovely manners, thanking their peers for passing them the water jug at lunchtime. They use cutlery, and staff support lively conversations about the healthy food that they are eating. Children learn about healthy food and are courteous to each other.
- Toddlers and babies use emotion stones to discuss different feelings. Babies cuddle into staff as they share books together. They explore the props inside 'chatter cases' as they join in with singing nursery rhymes. Staff model new vocabulary well. This helps children to develop their communication and understanding of emotional literacy.
- Children learn about a range of differences and similarities in appropriate ways. For example, they learn about Chinese New Year and create artwork inspired by the dream of Martin Luther King. Parents are invited into the setting to read stories in a different language. Children play with diverse resources that help them to develop positive attitudes of tolerance and respect for others.
- Staff speak highly of the management team. They feel supported with their well-being and say they enjoy working at the nursery. They are provided with suitable opportunities for training and supervision. Staff are proud to tell the inspector of the training they have received to become 'well-being champions' and 'eco-warriors'. Children learn the importance of sustainability and the positive impact they can have on the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given the highest priority. The management team ensures that staff are trained to identify the signs and symptoms that may indicate a child is at potential risk of harm. Staff have thorough knowledge of safeguarding issues such as county lines and the 'Prevent' duty. All staff know the procedures to escalate a concern. The procedures for recruitment and vetting of staff are robust and ensure that they are suitable to work with children. All staff have training in paediatric first aid. They respond quickly to identify any potential hazards.

## What does the setting need to do to improve?

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

- support staff to plan activities that are sharply focused on what they want children to learn

- allow children time to solve problems and process their thinking.

## Setting details

<b>Unique reference number</b>	2597595
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10251447
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Elmscot Group Limited
<b>Registered person unique reference number</b>	RP910343
<b>Telephone number</b>	0161 980 0488
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Elmscot Day Nursery and Nursery School registered in 2020. It is situated in Timperley, Altrincham. The nursery employs 26 childcare practitioners. Of these, 19 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hayward

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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