

Guilden Sutton Day Nursery



A V Wilding Business Park, Guilden Sutton Lane, Guilden Sutton, Chester, CH3 7EX

Inspection date	15 February 2016
Previous inspection date	5 November 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The manager has a strong vision for the continuous enhancement of the setting. She has made significant changes since the last inspection to drive the quality of provision to an outstanding level. She leads a highly reflective and motivated staff team who demonstrate an uncompromising commitment towards achieving excellence in all areas.
- Teaching is consistently of a very high quality and has improved substantially since the last inspection. Staff are well qualified and display an excellent understanding of how children learn and develop. Children are challenged through a highly effective balance of adult-led and child-initiated experiences.
- Staff and leaders meticulously track the progress of both individuals and groups of children. They respond quickly when any gaps in learning are identified or additional support is needed. Therefore, all children, including disabled children and those with special educational needs, make excellent progress from their starting points.
- Children behave exceptionally well. Staff are very good role models. They have consistently high expectations and help children understand and learn how to manage behaviour. Children play harmoniously together, showing respect for one another.
- Highly effective processes are in place to share information with other professionals involved with the children. Staff also work very closely with parents and other settings children attend to promote a shared approach to learning. This contributes significantly to the effectiveness of meeting children's specific needs.
- High-quality observations and precise assessments of children's development are used to inform planning. Staff have an extensive understanding of each child's interests and next steps of learning, and skilfully tailor their practice to meet these.

What the setting needs to do to improve further

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

- explore even more ways to reflect the views of children and review the impact this has on further enhancing the quality of teaching and practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector looked at a range of documentation, including, children's learning journey records, activity planning, nursery policies and self-evaluation.
- The inspector held a meeting with the nursery manager and nursery special educational needs coordinator.
- The inspector checked evidence of the suitability and qualifications of all staff working with children.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Sharon Hennam-Dale

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff have a first-class understanding of the signs and symptoms of abuse and the action to take if they are concerned about a child. The nursery has robust policies and procedures in place which promote children's safety and well-being. All staff receive regular feedback on the quality of their practice. Staff also have opportunities to learn from observing the practice of each other, as they successfully engage in a programme of focused professional development. The manager completes meticulous evaluations of all aspects of the nursery and values the input of staff, parents and children in this process. In pursuit of the best possible outcomes for all children, new ideas and initiatives are continually being discussed and implemented. The manager has identified the potential to encourage children to be even more involved in the evaluation process. She is considering ways to help children express their views of the environment and the activities they enjoy, to further enhance the existing high-quality practice.

Quality of teaching, learning and assessment is outstanding

Highly effective teaching strategies are used to inspire and motivate children. As toddlers excitedly investigate different items using a light box, staff encourage them to think for themselves and investigate their own ideas. Children enjoy being creative and imaginative as they shine torches onto the reflective stars on the ceiling and pretend to stargaze. Staff help babies to stand and support themselves as they explore their environment. The babies are fascinated as they make their own sensory resources using gel and glitter. Staff's purposeful use of questioning develops children's communication and thinking skills very well. Pre-school children build excellent language skills as they talk to staff about their activities.

Personal development, behaviour and welfare are outstanding

Children are very happy and display a strong sense of belonging. Staff place a high priority on supporting children and their families, particularly during times of change. Practice is extremely inclusive. Children learn to value and respect differences and diversity. Staff caring for babies provide sensitive physical contact. They successfully develop babies' early understanding of health and hygiene, as they learn how to undress and wash the dolls. Babies explore the activity for an extended period of time, giggling as they splash their hands in the water. Children learn about the importance of healthy lifestyles. Pre-school children confidently distinguish between healthy and unhealthy foods. Children develop their physical skills extremely well and are active outdoors each day. Staff expertly promote children's independence skills. They ensure that children can confidently make their own decisions. Children lead their own play and demonstrate an ability to independently do things for themselves.

Outcomes for children are outstanding

All children make rapid progress in their learning from individual starting points. Children are very well prepared for their next stage in learning, including school.

Setting details

Unique reference number	305081
Local authority	Cheshire West and Chester
Inspection number	1028120
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	54
Number of children on roll	82
Name of provider	Anne Lesley Stone and Patricia Jane Mitchell Partnership
Date of previous inspection	5 November 2012
Telephone number	01244 321 711

Guilden Sutton Day Nursery was registered in 1998. It is situated in Guilden Sutton, on the outskirts of Chester. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above. One member of staff has Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special education needs.

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