

# Hoole Bank Day Nursery

Hillcroft, Hoole Bank, Hoole Village, Chester, Cheshire, CH2 4ES



<b>Inspection date</b>	12 April 2016
Previous inspection date	10 July 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team and staff have a passionate drive to improve the care and learning provided to children. Extensive improvements have been made as part of their strive for excellence.
- Staff use their in-depth knowledge of children's abilities to plan activities which help them make the next steps in their learning. Children of all ages are making good progress in all areas of their development.
- Children of all ages are extremely confident. They join in activities with enthusiasm and show great levels of concentration and perseverance. Babies show a strong impulse to explore and expand their knowledge of the world around them.
- There is a very positive atmosphere with a strong team spirit amongst the staff. They help children to develop very good independence skills. Children also demonstrate a 'can do' attitude to making the most of the vibrant learning experiences provided.
- Strong partnerships with parents are developed. They find staff approachable and praise the nurturing environment and well-structured learning.
- The bright and inviting indoor and outdoor environments are well resourced and used effectively by staff to provide children with a wealth of experiences closely linked to their interests.

### It is not yet outstanding because:

- Arrangements for professional development are not focused sufficiently on improving teaching practice to the highest levels, so children make more rapid progress.
- Arrangements for tracking the progress of children are not yet refined enough to identify the achievements of specific groups of children, in order to confirm that any differences in their achievement levels are negligible or closing.

## What the setting needs to do to improve further

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

- build on the current plans for professional development, in order to raise the quality of teaching further and help children achieve more rapid progress in their learning
- refine the way in which the achievements of specific groups of children are monitored, in order to check that any differences continue to be negligible or closing.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation, such as the nursery's action plan for improvements and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Sarah Rhodes

## Inspection findings

### **Effectiveness of the leadership and management is good**

The owners and their manager encourage staff and parents to become involved in evaluating the care and learning provided. They value their ideas about how things can be further improved. There is a happy, dynamic atmosphere and the setting has a very good capacity to continue to improve. The arrangements for safeguarding are effective. The manager has implemented a robust system which ensures she can check staff's suitability when they are recruited and on a continuous basis. All staff have a good understanding of what would constitute a safeguarding concern and what they should do about it. The manager observes staff's teaching and their assessments of children's progress to ensure all areas of learning are properly planned for.

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

The staff are well motivated and use a range of teaching methods to enthuse the children. They gather information from parents about what children can do at home. Children's interests are used to tie all areas of learning together and to provide a wide range of experiences. Pre-school and toddler room children's interests in making soup in the mud kitchen or sandwiches in the role-play area, are extended through activities to prepare vegetable soup or their own sandwiches for afternoon snack. Babies' growing interest in the world around them is extended with the introduction of props to bath dolls or water, sand and paint to explore texture and early drawing and writing. Children who will start school soon have targeted work, such as more complex activities which provide high levels of challenge. They develop an understanding of phonic sounds and use mathematical concepts in practical ways as they measure the plants they grow in the vegetable garden.

### **Personal development, behaviour and welfare are good**

Children behave well. They develop a clear understanding of how to treat others and are encouraged to think about how to be a valuable member of society. Children's interest in super heroes is the starting point for discussions about what makes someone a hero in real life. Children develop close relationships with their key person and other staff. Babies settle very quickly and show high levels of confidence. Toddlers and pre-school children develop excellent independence. They are encouraged to understand what a healthy diet is. They have a very good understanding of how to keep themselves safe when using knives to prepare vegetables for snack time. They also understand why hygiene routines are important. Children spend large amounts of time in the extensive outdoor areas. This provides good opportunities to investigate the natural world, enjoy fresh air and exercise.

### **Outcomes for children are good**

Staff use children's interests as a starting point for planning learning experiences. Children's confidence, curiosity and ability to think through problems are particularly well supported. Children who speak English as an additional language are helped to make connections between their home language and English, in preparation for school.

## Setting details

<b>Unique reference number</b>	305111
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	1042292
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Hoole Bank Day Nursery Limited
<b>Date of previous inspection</b>	10 July 2012
<b>Telephone number</b>	01244 324422

Hoole Bank Day Nursery was registered in 1997. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications. One has Early Years Professional status, one has Qualified Teacher Status, one is qualified at level 6, six at level 3 and two are qualified at level 2. The nursery opens from 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.

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