

# Hanford Day Nursery

Church Lane, Stoke-on-Trent, Staffordshire, ST4 4QD



<b>Inspection date</b>	30 January 2017
Previous inspection date	8 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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 management team expertly oversees the quality of teaching and learning. The well-qualified staff have an excellent understanding of how children learn. They use a wide range of highly successful teaching strategies that ensure children make very rapid progress.
- The management team skilfully analyses and reflects on the progress of individual and specific groups of children and compares them across the nursery. This helps staff to plan an exceptionally stimulating learning environment that supports children to strengthen and deepen their skills across all areas of their learning.
- The management team regularly seeks the views of parents, children, staff and the local authority advisers, including those who support children who have special educational needs or disabilities. This helps to identify precise and sharply focused targets that drive forward ongoing improvements, in order to offer all children optimal challenge and support.
- Children's social and emotional development is supported extremely well. Staff enthusiastically use every interaction as an opportunity to build relationships and develop children's understanding and use of language. Children form secure emotional attachments with their key person through highly effective settling-in procedures.
- The outdoor learning environment is organised exceptionally well to fully support all the areas of learning. Staff have expertly represented the community that children live in throughout the outdoor areas. Children enjoy imaginative role play in the cafe, garage, village shop and builder's yard. Each area provides plenty of stimulus for imagination. For example, the cafe has its own mud kitchen.

## What the setting needs to do to improve further

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

- enhance further, parents' already excellent involvement in children's care and learning and assess the impact this has on the outcomes for children, so that they continue to maintain the highest possible levels of achievement.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors discussed with staff how they assess children's learning and plan for children's progress.
- One of the inspectors completed a joint observation with the nursery's manager.
- The inspectors held a meeting with the directors of the nursery. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff and children during the inspection.
- The inspectors took account of the views of parents spoken to on the day and from information included in the nursery's own parent survey.

### Inspector

Linda Yates / Mary Henderson

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff are highly skilled at identifying and successfully minimising any potential risks to children. All staff receive regular individual support meetings where they can seek expert advice and discuss their future training requirements. There is an effective professional development programme in place for all staff. This ensures children receive exceptionally good teaching in order to promote their excellent progress. The management team has identified the potential to further enhance parents' already excellent involvement in children's learning. They plan to explore even more ways to involve parents and to monitor the impact this has on outcomes for children.

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

Staff superbly foster children's imagination and creativity across all areas of their learning. Pre-school children enjoy role play in the magnificent pirate ship area. There is a wealth of resources for them to play with, such as a telescope, helm, pirate outfits, treasure boxes and treasure. During such activities, staff encourage children to recognise and name the numbers on the golden coins. Staff encourage children to create their own simple written plans and construct their own pirate ship out of the large construction sets. They place a strong emphasis on encouraging all children from babies upwards to listen closely, so that they quickly learn to understand and build on their communication skills. Staff have attended training workshops where they practise storytelling using a range of props. They are now highly skilled at telling interactive stories and model a clear voice with expression to hold children's interest. During the story, staff label and talk about a range of emotions helping children to understand their feelings. Babies and toddlers listen intently at story time and join in with the actions and sounds. Exciting exploratory experiences are provided that encourage a multisensory approach to learning, increasing children's engagement and giving them a greater capacity for learning. Toddlers investigate the dried and wet oats with their fingers and a range of utensils.

### Personal development, behaviour and welfare are outstanding

Meals and snacks provided for the children are extremely nutritious and well balanced. Children experience physical challenge and take manageable risks in their play, for example, when they manoeuvre large blocks of wood and balance on the raised planks. Babies and toddlers walk or crawl around outside, as they explore the sand and water and hide in the play tent. Staff use highly successful strategies and high-quality positive role modelling to promote children's good behaviour.

### Outcomes for children are outstanding

All children make excellent progress from their starting points. They concentrate for long periods of time and are effective and motivated learners. All children are exceptionally good at listening attentively in a range of situations. They are extremely confident and self-assured. Children make their own choices and establish their own ideas as they rapidly learn new concepts and solve problems. Older children are exceptionally well prepared to take their first steps into school.

## Setting details

<b>Unique reference number</b>	EY317448
<b>Local authority</b>	Stoke on Trent
<b>Inspection number</b>	1064807
<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 - 5
<b>Total number of places</b>	112
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP525957
<b>Date of previous inspection</b>	8 August 2013
<b>Telephone number</b>	01782 641212

Hanford Day Nursery was registered in 2005. One of the directors of the nursery holds qualified teacher status. The nursery employs 33 members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and three hold appropriate early years qualifications at level 4. A further 11 staff hold appropriate early years qualifications at level 3 and seven hold an appropriate early years qualifications at level 2. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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