

Lilac Frog Day Nursery

32 Church Road, Cheadle Hulme, Cheadle, Cheshire, SK8 7JB



Inspection date	21 October 2016
Previous inspection date	29 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 manager and provider are enthusiastic and committed to making changes and ongoing improvements. They successfully reflect on the strengths and areas for further development. They include the views of parents, staff and children in the evaluation of the nursery.
- Children make good progress relative to their starting points. They are successfully prepared for their next stage in learning and their gradual move to school.
- Staff are enthusiastic and friendly and take time to get to know children well. Furthermore, staff provide children with good levels of care to help them settle quickly.
- Children's behaviour is praiseworthy across the nursery. They show good manners and learn to be kind and supportive of each other. Staff are good role models. They gently remind children of behavioural expectations and empower them to make positive choices.
- Established partnerships between parents and staff promotes a two-way flow of communication. Regular updates are provided to parents about their children's learning and development, in addition to daily feedback. Parents are very satisfied with the high-quality care their children receive.

It is not yet outstanding because:

- Occasionally, staff interactions do not maximise children's interests and learning opportunities during their imaginary play.
- The systems to monitor the progress of groups of children do not provide detailed information to help them make even more rapid progress.

What the setting needs to do to improve further

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

- extend the opportunities to build on children's interests and learning further during imaginary play
- enhance the use of detailed information about the progress of all groups of children, such as those in receipt of funding, that help them make even more progress.

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 carried out joint observations with the manager and discussed these.
- The inspector spoke with a group of parents, children and staff and took account of their views.
- The inspector looked at children's records and a range of other documentation, including policies, action plans and evidence of the suitability of staff working in the nursery.
- The inspector held a meeting with the manager and provider.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of child protection issues. They know the procedures to follow regarding any concerns about a child's welfare. All staff hold relevant qualifications and some are highly qualified. The effective mentoring of staff and regular supervision sessions have a positive impact on the quality of teaching. This also helps to raise the effectiveness of individual staff performance and conduct. The manager and provider are proactive about ensuring all staff have relevant training. For example, staff in the baby room have completed training for the care of children under two-years-old. There are robust risk assessments in place. For example, the provider carries out a monthly analysis of all accidents in the nursery to identify and address any patterns or hazards. The manager and provider follow the complaints procedure effectively.

Quality of teaching, learning and assessment is good

Overall, staff make precise assessments about children's development. Planning is tailored to support individual children's next steps in learning. Children in the pre-school learn about number and shapes and they count and compare sizes of items collected on an autumn hunt. For example, children and staff discuss the differences between acorns and conkers and where they come from. Staff skilfully engage and question older children during conversations as a way to help promote their speech and language skills. Children create bonfire pictures using a range of tools and materials. Staff extend the use of expressive language, for example, as they describe how fireworks sparkle, whizz, bang and scream. Babies, overall, use their curiosity to explore different materials and textures. For example, play with mirrors and wind up cars triggers their excitement and varied interests.

Personal development, behaviour and welfare are good

Staff are effectively deployed to supervise babies and children closely and meet their needs. Children thoroughly enjoy outdoor activities as they use bikes and ride on toys. Staff support babies learning to develop their balance. For instance, they use push along toys and use small slides and steps. Staff gather detailed information when children start to meet their dietary and care requirements. Children benefit from healthy snacks and freshly cooked meals. Furthermore, children learn about healthy lifestyles. For example, a visit from a dental adviser helps children learn about oral hygiene in a fun and interactive way.

Outcomes for children are good

Children are self-assured and motivated to take part in learning activities. They enjoy making independent choices and, overall, exploring resources on offer. All children make good progress from their starting points. Children are confident to 'have a go' and use their thinking skills to solve problems. They gradually develop their independence and self-care skills. For example, they enjoy making their own healthy sandwiches and pouring their own drinks at teatime. Children demonstrate they are keen learners and are developing skills for their eventual move to school.

Setting details

Unique reference number	EY418216
Local authority	Stockport
Inspection number	1075476
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	52
Number of children on roll	129
Name of registered person	Lilac Frog Day Nursery Limited
Registered person unique reference number	RP530206
Date of previous inspection	29 October 2012
Telephone number	0161 486 6999

Lilac Frog Day Nursery was registered in 2010. The setting is privately owned by a limited company and is based in the area of Stockport, Cheshire. The setting is open each weekday from 8am to 6pm, all year round. The setting employs 15 members of staff, including the manager. Of these, one member of staff is a qualified teacher, one has early years teacher status, and three staff hold level 6 qualifications. A further five staff hold level 3 qualifications and four hold level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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