

Blue Grass Purple Cow Nursery

The Old Church, Buxton Old Road, Higher Disley, Cheshire, SK12 2BU



Inspection date

9 February 2017

Previous inspection date

14 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Managers and practitioners have worked hard to improve the provision. They demonstrate commitment to achieving the highest standards. The manager ensures that practitioners understand and implement routines that help to keep children safe.
- Partnerships with parents are a particular strength. Parents comment that the nursery is a happy place to be. They praise the detailed daily reports about children's care and welfare they receive. Practitioners provide interesting ideas and advice that help parents to support children's learning at home.
- The manager understands the principles of sustainable improvement and applies them. As a result, plans for improvement are well focused. They help to drive changes to practice that reflect the manager's clear vision and high expectations.
- Practitioners make regular observations of children and accurately assess their progress. They identify the next steps for children's learning and share them with other practitioners and with parents. This means that everyone works together to promote children's development and so children make good progress.
- Children learn to make choices that help to promote their long-term welfare. They eat a healthy, balanced diet and learn to clean their teeth. Practitioners help children to think and talk about their feelings and so children learn to cooperate and play together.

It is not yet outstanding because:

- Managers' observations of practitioners' teaching do not identify clearly enough what they need to improve and why.

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 systems for assessing the quality of teaching so that plans for practitioners' professional development are sharply focused and lead to excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with the nursery deputy manager.
- The inspector held a meeting with the nursery manager, the deputy manager and a nursery director. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager checks that practitioners know what to do if they are concerned that a child may be at risk of abuse or neglect. Systems for recruiting and inducting practitioners are robust and include rigorous suitability checks for candidates. The well-qualified practitioners use what they learn at training to continuously improve the provision. Managers and practitioners make changes that improve the rate of children's progress. They rearranged the indoor space, in order to allow children more scope to explore and choose freely. Information collated from assessments of children's progress show that children's behaviour improved as a result. The assessment of children's progress is accurate. This means that concerns about children's progress and development are identified and action is taken to support them.

Quality of teaching, learning and assessment is good

Practitioners skilfully promote children's communication and language development. When two-year-old children pretend to paint the front gate, practitioners add words to their actions. When children repeat the actions practitioners repeat the words. As a result, children rapidly learn the meaning of words in the context of their self-chosen play. The structure and routines of the day are planned well. Pre-school children readily work in small adult-led groups. They learn to count and link sounds with written letters. Babies are sensitively encouraged to try new experiences. They tentatively explore cornflour mixture in a tray on the floor then begin to splash the mixture energetically. Children are active, eager learners who learn by trying things out.

Personal development, behaviour and welfare are good

Children's safety and well-being are promoted well. Managers closely check the causes of children's injuries and accidents. They take swift action to remove and minimise hazards. Practitioners teach children rules that help to keep everyone safe. Practitioners and parents share information effectively and this helps to promote continuity in children's care. Systems to protect children who have allergies to certain foods are rigorously implemented and practitioners are trained to prepare food hygienically. Practitioners understand how children learn and their teaching is often innovative. For example, when pre-school children go on outings in the local community, they complete tasks, such as finding a number seven. Children's independence is promoted well. Practitioners focus closely on teaching children to fasten and unfasten their shoes and coats.

Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children who have special educational needs and/or disabilities make good progress from their starting points and gaps in attainment close steadily. Children can sit for increasing periods in adult-led groups. They listen attentively and can speak confidently. Children know that words have a beginning sound and can suggest words that match a chosen initial sound. They begin to understand that words sometimes rhyme with each other. Children understand and use ordinal numbers in the context of daily routines. Children know why they need to wear coats and hats in cold weather.

Setting details

Unique reference number	EY314653
Local authority	Cheshire East
Inspection number	1076971
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	45
Number of children on roll	68
Name of registered person	Blue Grass Purple Cow Limited
Registered person unique reference number	RP903418
Date of previous inspection	14 October 2016
Telephone number	01663 764 400

Blue Grass Purple Cow Nursery was registered in 2005. The nursery employs 15 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, eight at level 3 and three at level 2. One member of staff holds early years professional status. The nursery opens from Monday to Friday and all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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