

# Inspection of Monks Coppenhall Academy Day Nursery

Remer Street, Crewe, Cheshire CW1 4LY

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Inspection date: 23 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Monks Coppenhall Day Nursery lives up to its core value of 'working together to create better futures'. Children are happy, safe and cannot contain their excitement as they enter the nursery. They greet staff with cuddles and are eager to play. Due to the COVID-19 (coronavirus) pandemic, parents do not enter the nursery in the usual way. Children have adapted to the new routines exceptionally well and confidently wave their parents off at the front door.

At the heart of the nursery's success is the support in place for children's personal, social and emotional well-being. Staff use their good knowledge of child development to help children settle. Children show high levels of confidence, behave well and have positive attitudes towards their learning. They are proud of their achievements and are keen to show the inspector their artwork. Children enjoy exploring outdoors and show good concentration skills while building construction models. They sing songs and laugh together as they play hide-and-seek.

Overall, staff provide children with a rich and balanced curriculum that builds on what they know and can do. They relish opportunities to practise their small-muscle skills and show excellent pencil control as they make marks on paper. They enjoy splashing in water and are fascinated while playing with musical instruments.

### **What does the early years setting do well and what does it need to do better?**

- The principal, ably supported by her senior leadership team, leads the nursery with passion and determination. Overall, self-evaluation is robust and includes the views of parents, staff and children. The principal's capacity to continually improve and drive forward change is good. She aspires for the nursery to be outstanding.
- Leaders have worked hard to recreate the outdoor area. Children are fascinated while looking at spiders and enjoy nature walks. They show good coordination skills while balancing on low-level apparatus. Children develop good levels of independence and learn about healthy lifestyles. They talk about the importance of drinking water to keep hydrated and why fruit is good for them.
- Overall, an ambitious curriculum has been carefully designed by leaders. A particular strength of the curriculum is how it supports the most disadvantaged children. For example, leaders take children on trips and organise for visitors to come in to the nursery. This provides children with first-hand experiences of the wider world, such as learning about aeroplanes and the seaside. Children make good progress and gaps in their learning close. However, less experienced staff members are not always clear about what they want younger children to learn.
- The 'magic library' is an oasis of calm and tranquillity. Children relish

opportunities to access a wide range of books. They demonstrate good levels of concentration as they listen to stories. Staff encourage parents to share a love of reading at home and a highly successful lending library is in place.

- Overall, the monitoring of staff practice is good. Staff attend mandatory training and attend regular supervision and appraisal meetings. However, leaders do not consistently provide incisive feedback to staff about how they can better support children's communication and language development.
- Respect and acceptance are golden threads that run through the nursery. Children develop secure friendships and show high levels of emotional well-being. They talk about what makes them unique and special. They confidently greet visitors and are well prepared for life in the society that they live in.
- Partnership working is excellent. Highly effective links with external professionals and parents are rooted in trust and respect. Parents commend the staff on their loving and caring nature, saying that they are 'truly amazing'. Robust links with teachers from the host primary school help to prepare children for their move to school.
- Leaders support staff's well-being very well. Staff feel valued and comment that they feel part of a 'big family'. Leaders recognise the importance of staff workload and provide additional time for staff to complete work related tasks. Staff morale is high and a strong sense of teamwork runs throughout the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Risk assessments are thorough, and all areas of the nursery are safe. Robust arrangements are in place for checking the identification of visitors. Excellent recruitment procedures mean that all staff are suitable to work with children. The lead person for child protection ensures that staff receive regular safeguarding updates. He provides training for staff around wider safeguarding issues, such as e-safety, peer-on-peer abuse and radicalisation. Staff understand the steps to take if they become concerned about the conduct of a colleague. Staff are first-aid trained and understand how to effectively deal with accidents. They are deployed well and supervise children with vigilance.

## **What does the setting need to do to improve?**

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

- support less experienced staff to fully understand the curriculum intent for younger children
- refine the monitoring of staff practice, in order to better support children's communication and language development.

## Setting details

<b>Unique reference number</b>	EY558482
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10190111
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	9
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Alexandra Academy Trust
<b>Registered person unique reference number</b>	RP558481
<b>Telephone number</b>	01270 685008
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Monks Coppenhall Academy Day Nursery registered in 2018. The nursery employs four members of childcare staff. All staff hold appropriate early years qualifications at level 3 and above. The principal holds qualified teacher status. The nursery opens from Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year.

## Information about this inspection

**Inspector**  
Luke Heaney

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the nursery, and has taken that into account in his evaluation of the nursery.
- The quality of teaching was observed indoors and outdoors, and the inspector assessed the impact this has on children's learning.
- The inspector observed and evaluated an activity with the manager.
- The inspector and leadership team completed a learning walk, to determine the intent for the curriculum.
- Children and staff were spoken with at appropriate times, and the inspector held ongoing discussions throughout the inspection with leaders.
- Relevant documentation was reviewed by the inspector, such as staff qualifications and their suitability to work with children.
- The views of parents were taken into consideration.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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