

# Inspection of Great Sutton Day Nursery

Alvanley Road, Great Sutton, Ellesmere Port, Merseyside CH66 3JZ

---

Inspection date: 27 October 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	Good
--	------

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

### **The provision is good**

Children are extremely happy and clearly enjoy their time at nursery. They continuously demonstrate that they feel safe and secure. Children have lovely opportunities to learn about the world around them. For example, they help to look after the nursery's rabbits 'Oreo' and 'Stitch'. Furthermore, children grow vegetables and fruits to enjoy at snack and mealtimes. These experiences help children to develop a sense of responsibility and learn to care for living things.

Children behave well. Staff offer very clear and consistent reminders about sharing, taking turns and being kind to friends. As a result, children are beginning to understand what is expected of them. Staff use an abundance of praise and encouragement, which helps to develop children's self-esteem and sense of belonging. Older children show an awareness of others and are kind and considerate as they play collaboratively with their friends.

Leaders and staff have high expectations of children and plan a curriculum that reflects children's individual needs and parental input. Staff have focused their teaching recently on children's personal social and emotional development in order to support children as they returned to the setting following the COVID-19 pandemic. As a result, children are confident in social situations and are able to express their needs.

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

- Children have developed warm and trusting relationships with staff. Attachments in the baby room are particularly strong. Staff gather detailed information when children first start at the nursery and use this to help them to settle. Staff are kind and caring in their approach. They continuously offer reassurance and help children to develop a positive attitude to learning. For example, when children try new activities, staff give praise and encouragement and celebrate their efforts.
- Staff provide opportunities for children to develop their mathematical skills. For example, as toddlers scoop out a pumpkin, staff count aloud and use language, such as 'one more'. As older children excitedly hunt for spiders as part of the nursery's Halloween activities, staff encourage them to calculate how many they have found. Additionally, staff use the language of size as children explore pine cones. Children are beginning to categorise objects and recognise quantities and written numbers.
- Children with special educational needs and/or disabilities and those that speak English as an additional language are thriving. Staff use simple sign language to ensure that everyone is able to communicate and can be heard. The nursery's special educational needs coordinator is a knowledgeable and passionate

practitioner. She works closely with professionals and parents to ensure that children swiftly receive the additional support that they require. This helps children to make good progress from their starting points.

- Children enjoy the variety of activities that staff provide. Staff interact positively with children, narrating children's play and talking to them about what they are doing. During group activities, children listen well and concentrate as they learn together. However, on occasions, staff do not always recognise when to challenge children's learning further.
- Children have frequent opportunities to engage in outdoor physical play. Older children skilfully manoeuvre wheeled toys and navigate the space available. Toddlers enjoy climbing up the steps to come down the slide. They show an awareness of how to keep themselves safe as they carefully hold on and do not travel down until their friends have safely moved out of the way.
- Partnerships with parents are good. Parents report favourably about the nursery and how supportive and friendly the staff team are. They appreciate the photos and updates that staff send throughout the day, particularly those parents whose children have recently started. They welcome the advice and guidance that staff give regarding children's learning at home and what activities can be completed to aid children's progress.
- Staff feel well supported to carry out their roles and responsibilities. Managers conduct regular supervision meetings and carry out observations of staff practice. Staff welcome the feedback they receive and use the information to further their knowledge and skills. They have plentiful training opportunities and describe how their opinions and suggestions are valued by leaders.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough understanding of the possible signs of abuse and neglect. They confidently describe the steps they must take should they have any concerns about a child's welfare. All staff have completed safeguarding training and regularly update their knowledge and skills. Leaders with additional safeguarding responsibilities have completed further, more detailed training to enable them to support staff, children and families effectively. Robust recruitment arrangements are implemented to ensure the suitability of staff. Staff supervise children effectively at all times and model how to use equipment correctly so that children learn how to keep themselves safe.

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

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

- support staff to recognise how to extend and challenge children's learning more consistently.

## Setting details

<b>Unique reference number</b>	EY261932
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10205803
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Great Sutton Day Nursery Limited
<b>Registered person unique reference number</b>	RP535475
<b>Telephone number</b>	0151 348 0127
<b>Date of previous inspection</b>	13 April 2017

## Information about this early years setting

Great Sutton Day Nursery was registered in 2003. The nursery employs 25 members of childcare staff. Of these, 15 hold an appropriate early years qualification at level 3 and eight at level 2. The nursery opens from Monday to Friday all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Karen Cox

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with staff, parents and children at appropriate times throughout the inspection.
- A learning walk was completed with the provider to discuss the curriculum intent and how the provision is organised.
- The inspector completed a joint evaluation of an activity with the provider.
- The inspector held a meeting with the deputy manager and provider. She reviewed a variety of documents, including evidence of the suitability of staff, qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021