

Inspection of Glen Jakes Nursery

Glen Jakes, Bean Leach Road, Stockport SK2 5JE

Inspection date: 11 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive at this warm, inclusive nursery. Although their experiences are slightly different, due to the COVID-19 pandemic, children show that they are happy. They part from their parents with ease at the entrance, holding their arms out to cuddle their key person. Staff get to know children well, during the initial settling-in period and throughout their time at the nursery. This helps children to feel safe and be ready to learn.

Children demonstrate positive attitudes towards their learning. They choose the activities that they would like to complete. Babies develop their physical skills by pulling themselves up and taking their first steps. They excitedly explore the marks that they can make with paint using their hands. Toddlers investigate the sounds that musical instruments make and delight while exploring the texture of shaving foam. Older children develop their small-muscle skills as they make detailed models of vehicles and robots with small construction blocks. They practise their counting skills and learn to recognise their own names. Outdoors, children show good physical skills while they climb up to the slide and throw balls. They develop their coordination and spatial awareness as they use bicycles and walk across low-level apparatus.

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

- Leaders' vision is to provide a 'welcoming and caring environment where children have fun learning'. Self-evaluation includes the views of children, parents and staff. This helps leaders to reflect on how to improve the nursery.
- Staff provide children with a curriculum that builds on children's interests and their existing knowledge. For example, children show an interest in a story about chocolate mousse. Staff extend this by allowing them to make 'chocolate cakes' by mixing chocolate and play dough. Children count out pipe cleaners to represent 'birthday candles'.
- Children are ready for their next stage in learning, including school. Staff help children who speak English as an additional language to gain a good grasp of English by using key words in children's home languages. The support in place for children with special educational needs and/or disabilities is good. Staff work with parents and external professionals to close gaps in learning.
- Overall, staff promote children's communication and language skills. Children enjoy listening to stories, singing songs and learning new words. However, some of the questions that staff ask children do not challenge their thinking skills. In addition, staff do not always model words or letter sounds correctly. This means that staff's interactions are not fully effective in promoting children's communication, language and thinking skills.
- Care practices are good. Staff encourage children to be independent, for

example by putting on their own coats and serving their own food. Babies learn to eat using cutlery, and older children enjoy setting the table for lunchtime. Children learn that healthy eating and good hygiene practices help to promote their good health.

- Children show good behaviour. They understand staff's expectations and follow instructions well. For example, children help to tidy up and demonstrate kindness. Babies are curious about the inspector and giggle to gain his attention. Older children are confident to talk. For example, they tell the inspector that they want to be a police officer when they are older.
- Leaders understand the importance of partnership working and have established good links with schools. Parents say that the nursery is 'family orientated' and that children come first. They are pleased with the progress that their children make. However, parents report that staff do not provide them with enough information to help them to support and extend their children's learning at home.
- Staff work in a close-knit and positive team. They say that the nursery is the 'best place' that they have worked. That said, the programme of coaching and professional development that leaders provide for staff is not precise. It does not sharply focus on helping staff to further develop their skills and knowledge, to raise the quality of education to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Staff supervise the children with vigilance. Leaders follow robust recruitment procedures which ensure that staff are suitable to work with children. They ensure that staff have training in safeguarding and first aid, and that this knowledge is up to date. Staff know how to keep children safe and protected from harm. They have a broad understanding of safeguarding issues, such as grooming and fabricated illness. Staff know the referral procedure and the steps to take, should they have concerns about children's welfare or the conduct of colleague.

What does the setting need to do to improve?

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

- refine the curriculum for communication and language, to fully promote children's communication, language and thinking skills
- strengthen partnership working with parents, to help parents better support and extend their children's learning at home
- enhance the programme of coaching and professional development for staff, to further develop their skills and knowledge, and raise the quality of education to a higher level.

Setting details

Unique reference number	EY480971
Local authority	Stockport
Inspection number	10216168
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	77
Number of children on roll	89
Name of registered person	Rebecca Homer and Geoff Homer Partnership
Registered person unique reference number	RP533918
Telephone number	01614871157
Date of previous inspection	11 July 2017

Information about this early years setting

Glen Jakes Nursery registered in 2015 and is situated in Stockport. The nursery employs 23 members of childcare staff. Of these, two hold early years qualifications at level 2, 14 hold level 3, and two hold level 6. The nursery opens Monday to Friday from 7.30am to 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

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 his evaluation.
- The management team and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector, the manager and the deputy manager.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The views of parents were obtained by the inspector through discussions and written testimonials.

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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