

Inspection of All Saints Nursery

Bowyer Hall, All Saints Church, 155 Church Lane, Marple, Stockport SK6 7LD

Inspection date: 21 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 in this warm and welcoming nursery. High-quality interactions and teaching mean that all children make good progress. Children play happily with their friends and enthusiastically explore the resources on offer. Children are safe. They are eager to learn and this focus means they behave well. Children have opportunities to learn new skills and knowledge, through engaging activities that are designed to meet their learning needs. For example, children say 'wow' as they do a volcano experiment with baking powder and vinegar. They learn new words to describe what is happening.

Children enjoy the community feel of the nursery, taking advantage of links with the local school and church. The nursery aims to create a 'team around the family' feel. Parents praise the nursery staff for their care and support. Children have lots of opportunities to explore outside. In the outdoor area, children climb on tyres and hide in the bushes. Children regularly take part in a mile walk, where they practise the letter sounds they have learned. Children explore the nearby forest area weekly. Outdoor learning is helping children to build confidence and to come out of their shell.

Toddlers enjoy spending time with their peers and learning from the older children. Snack time is a social occasion where staff and children of all ages sit together to enjoy food. Children are encouraged to be independent as they peel their bananas and pour their own drinks. Since the COVID-19 pandemic, children leave their parents at the door. This works well, as children cannot wait to go in and greet their friends and staff.

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

- Children's next steps are well planned and all staff know what children are working on. Resources provided are open ended, and staff use children's individual interests to design activities that will capture their attention. For example, glittery numbers are provided for children who like sparkly things. This helps children to become deeply engaged in their learning and make good progress.
- Staff are quick to identify children with special educational needs and/or disabilities (SEND). They use tools, such as communication and language screening, to identify what support is needed. The nursery use strategies suggested by speech and language therapists to support children. Staff also engage with the local authority to get advice when needed. Their expectations for children with SEND are high. As a result, children flourish.
- The nursery has designed a curriculum around the United Nations Convention on the Rights of the Child. For example, children learn about their right to access a

clean and safe environment. They all help to clean the tables after snack. Children have a good understanding of their rights and responsibilities, which prepares them well for life in modern Britain.

- Children are highly motivated and have a positive attitude. There is a calm and purposeful atmosphere, as every child is busy learning. Staff join in with children's play, extend their learning and challenge them. For example, as children draw on the floor with chalks, staff extend this activity by drawing around their feet and encouraging children to compare sizes.
- Children understand some of their routines. For example, they sing the 'line up song' after snack. However, when it is time for children to get ready to go outside, some children do not understand what is expected of them. This means that some children are not focused and wander off, leaving others waiting to go outside.
- Children learn about emotions using animated characters. They know how to name their feelings. For example, children are able to share when they feel sad and explain that this is because they did not get a cup in the colour of their choice. This means children are able to confidently communicate their needs.
- The nursery manager is a reflective practitioner, and she is passionate about developing the nursery. Leaders act with integrity to make sure they continually improve the provision. The directors also understand their roles and provide support to the manager.
- Regular supervisions allow staff members to talk about training they would like to complete. Staff meetings are then used to deliver training. Staff are committed to always updating their knowledge, particularly to support their key children. They feel supported by the leadership team, which allows them to fulfil their roles effectively.
- Additional funding is used to provide resources that have the biggest impact for children. For example, a walking bus has allowed more children to explore the outdoors. This has had a positive impact on children's confidence.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what to do if they have concerns about a child's well-being. There is a culture of safeguarding and staff are vigilant. The leadership team is provided with support by the directors, should any concerns arise. The nursery provides a safe environment for children to play and learn in. Thought has been given to ensuring children have privacy. For example, nappies are changed in a quiet area away from other children. Staff know what to do in an emergency situation and managers are committed to ensuring every staff member is trained in paediatric first aid.

What does the setting need to do to improve?

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

- develop the routine for when children go outside, so that all children know what is expected of them.

Setting details

Unique reference number	EY398803
Local authority	Stockport
Inspection number	10207179
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	38
Name of registered person	The Marple Childcare Company Limited
Registered person unique reference number	RP902598
Telephone number	07879 004374
Date of previous inspection	27 March 2019

Information about this early years setting

All Saints Nursery registered in 2009. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 3, including one staff who holds early years professional status. The nursery opens from Monday to Friday, term time only. Sessions are from 9.15am until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents shared their views of the nursery with the inspector.

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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