

# Inspection of Staffordshire University Day Nursery

Staffordshire University, 4-5 Winton Square, STOKE-ON-TRENT ST4 2AD

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Inspection date: 9 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Outstanding

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

### The provision is good

There are positive relationships between staff and children. As a result of this, children are happy and settled. Children behave well. Older children are keen to share their joy as they achieve a goal. For example, when they complete puzzles, they lift them up to show others. Staff praise children in recognition of their accomplishments. Children show high levels of resilience and staff support this where necessary. While playing catch, children make comments, such as 'nearly' when they miss the ball. Staff provide children with guidance for how they can try to catch the ball next time.

The curriculum covers all areas of learning. This contributes to the good progress that children make in their learning. Children confidently and independently explore all areas of their environment. Babies enjoy lying on their tummies as they reach out and grab a range of sensory resources around them. Younger children enjoy listening to rhymes and join in with some of the actions, such as stamping their feet. Older children talk about things they like to do at nursery. For example, they like the quiet room where they can read stories and playing outside with their friends. Children with additional needs smile and show high levels of enjoyment with staff during one-to-one activities. Older children show high levels of concentration during group activities, such as story time.

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

- Leaders are knowledgeable. They support new staff to become familiar with their roles and responsibilities. Leaders identify training based on the needs of the children. Staff are currently undertaking special educational needs training to further support children who have additional needs. However, the training and coaching that staff receive is not yet sharply focused enough to help raise the quality of teaching to the highest level.
- Leaders place emphasis on children's communication and language skills. Staff are strong communicators and model language well to children. They copy sounds that babies and younger children make in their play. Staff support older children by pronouncing words clearly and positively correcting any errors they make. Older children communicate well and staff give them plenty of opportunities to express themselves.
- Children access a range of activities. Staff encourage children to join in and participate with these. However, sometimes the level of challenge for children means that they cannot consistently carry on their own learning without adult input. For example, children start to move in a variety of ways, such as climbing over blocks and crawling through tunnels. They do this with lots of excitement and high levels of engagement while a staff member is present. However, when staff move away, children become quickly disengaged and sit and wait for them

to return.

- Parents comment that their children enjoy coming to nursery every day. They can see the progress in their child's development. Parents are kept fully informed of their child's progress. Staff share ideas for how they can continue their child's learning at home.
- Staff gather key information from parents about what children already know and can do. They regularly observe and assess children's development. Staff plan appropriate next steps for children to minimise any gaps in their learning and extend this further. They monitor and review children's progress closely. Staff confidently make referrals to external agencies if there are any concerns about a child's development.
- Staff use their voice to advocate for all children. They work well in partnership with parents and external agencies. Staff ensure children who have special educational needs and/or disabilities receive the support they require at the right time.
- Staff place a high emphasis on children's well-being. They follow the individual care routines of younger children. For example, staff immediately notice when children are hungry or tired. They offer children their bottles or put them for a nap at any point during the day.
- Staff acknowledge children's feeling when they become upset. This supports children to manage their own feelings and behaviours. Staff respond quickly to children if they become ill or if they have an accident at nursery. They record and report all incidents to parents or carers.
- Staff are positive role models to the children. They provide opportunities for children to learn about each other. As a result of this, children show high levels of respect to each other.

## Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular risk assessments. This ensures the environment is safe and secure. The nursery is clean throughout. Leaders and staff have a clear understanding of safeguarding procedures. They recognise signs and symptoms of abuse. Staff are aware of the appropriate steps to take to ensure children are kept safe from harm. This includes sharing information with, and working alongside, external agencies where necessary. Leaders understand the actions they should take if an allegation is made against an adult. They take the necessary steps to assess the suitability of those they recruit to work with children. Staff are deployed well.

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

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

- strengthen the coaching and training of staff to help raise the quality of teaching to the highest level
- enhance the planning of activities to provide children with consistently challenging opportunities that allow them to continue their own learning independently.

## Setting details

<b>Unique reference number</b>	224664
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10219683
<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>	58
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Staffordshire University
<b>Registered person unique reference number</b>	RP535165
<b>Telephone number</b>	01782 294981
<b>Date of previous inspection</b>	16 August 2016

## Information about this early years setting

Staffordshire University Day Nursery registered in 1992. The nursery employs 13 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louise Chinyuku

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 and reflected on this.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

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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