

Inspection of Stretton Lodge Pre-School and Day Nursery

School Lane, Stretton, Staffordshire ST19 9LJ

Inspection date: 10 May 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 settle quickly into the nursery and enthusiastically explore the interesting toys and resources that capture their curiosity. They happily separate from their parents and excitedly greet staff and their friends. Children build positive bonds with their key person and staff, which helps children to feel safe and secure. Children receive cuddles and reassurance from the attentive staff when needed. Staff act as excellent role models. They provide children with an abundance of encouragement and praise for their efforts, which helps to boost children's self-esteem and sense of accomplishment. Children's behaviour is good. They share, take turns and are kind to their peers and staff.

Children learn through their individual interests. For example, children develop a keen interest in tractors during their play. Staff invite a local farmer to bring his tractor to the nursery and children have opportunities to see the tractor in action. All children, including those with special educational needs and/or disabilities, make good progress from their starting points. They develop an understanding of other cultures, faiths and beliefs and the world around them.

Children take part in daily forest school sessions. They help staff to plant and harvest fruit and vegetables, which helps children to learn how things grow and where food comes from. They learn to assess and manage risks, for instance, when they learn to climb trees and toast marshmallows safely on the campfire. Children have wonderful opportunities to learn about nature and life cycles. They excitedly watch duck eggs hatch into ducklings and help to prepare the ducklings' food.

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

- The new manager is passionate and dedicated in her role and works closely with the staff team. She monitors the quality of teaching well. She provides staff with professional development opportunities and mentoring to raise practice to an even higher standard. The manager has a clear vision for the nursery, which she shares with staff and involves them in the journey to improve. She values her staff and prioritises their mental health and well-being. The manager and staff work well together as a team, providing a happy and welcoming environment for children to develop and thrive.
- The manager and staff build effective partnerships with parents. Staff share information with parents both verbally and via an online learning journey. They keep parents informed about the progress their children make and how to extend their learning at home. Parents speak highly about the manager and staff. They say that their children love attending the nursery and that staff place children at the heart of everything they do.
- Staff support babies well and the atmosphere in the room is tranquil and calm.

Staff engage babies in meaningful experiences and interact purposefully to help them develop their social, emotional and communication skills. Babies have fun as they play with balloons. Staff skilfully introduce new words, such as 'up' and 'down', as they gently pat balloons into the air. Babies display their enjoyment as they giggle and babble as they play.

- Staff weave some additional learning into children's play. They offer a narrative and suggest ideas on how to keep their play going. For example, children have fun rolling cars down a ramp. Staff introduce skittles into their play and children have fun as they use the cars to knock down the skittles. While staff are skilled at extending some areas of children's learning, they are less confident in teaching older children early mathematical concepts, such as problem-solving and making predictions.
- Staff support children to develop some independence skills. Older children serve their own food at mealtimes and pour their own drinks. Staff encourage older babies to feed themselves and use a damp flannel to clean their hands and face after eating. Children make independent choices about what they would like to play with. They help themselves to resources and engage in purposeful play. However, on occasion, staff do not encourage children to tidy away resources when they have finished playing, to help children to develop a sense of responsibility and care for their environment and equipment.
- The manager has developed good links with staff at the local schools that children are due to attend to ensure continuity in their learning and smooth transitions. For example, the manager invites teachers from the Reception class into the nursery and shares relevant information.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the possible signs and symptoms that may indicate a child is at risk of harm. Staff know how to report any concerns about children's welfare or the behaviour of an adult. The manager ensures that staff keep their knowledge up to date with regular training. The manager and owner of the nursery use robust recruitment procedures to help ensure the suitability of staff working with children. Staff have a good understanding of safeguarding issues, such as protecting children from radicalisation. Staff carry out daily risk assessments of all areas used by the children and are qualified in paediatric first aid to ensure the safety of children.

What does the setting need to do to improve?

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

- build on children's independence skills and encourage children to take responsibility and care for their environment and equipment, including tidying

away toys and resources they are no longer using

- strengthen the curriculum for mathematics and develop staff's confidence in challenging older children's mathematical understanding as they play, to help children to make even more progress in this area of learning.

Setting details

Unique reference number	EY491121
Local authority	Staffordshire
Inspection number	10236687
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	0 to 4
Total number of places	60
Number of children on roll	57
Name of registered person	Soden Educo Limited
Registered person unique reference number	RP534733
Telephone number	07973982864
Date of previous inspection	16 August 2016

Information about this early years setting

Stretton Lodge Pre-School and Day Nursery registered in 2015. The nursery opens from Monday to Friday for 48 weeks of the year. Sessions are from 7.30am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children. The provider employs 10 members of childcare staff. Of these, one has early years teacher status, two have a qualification at level 6, four hold a qualification at level 5 and three have a qualification at level 3.

Information about this inspection

Inspector

Angela Hulme

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 the inspector completed a learning walk together to look at how the curriculum is planned to meet children's needs and development.
- The inspector held a meeting with the manager to discuss leadership and management arrangements.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector looked at relevant documentation and checked the evidence of the suitability of the staff working in the nursery.

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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