

# Inspection of Seasons Private Day Nursery

Stratford Road, Stroud, Gloucestershire GL5 4EL

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Inspection date: 17 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 run in and give their key person a big hug at this friendly, happy nursery. Staff are highly respectful of children's views. They seek consent from children during everyday interactions in a meaningful way. Children learn that they can set boundaries during play with their peers. This means children behave in a respectful way and begin to develop empathy for another's point of view. Staff teach children how to manage minor conflicts and consider their actions and the effect it has on others. Behaviour is good at this setting.

Children have plenty of opportunity for fresh air and exercise. They can move freely between the outdoor and indoor areas. Staff ensure that children are kept safe during very hot periods by adapting the routine in response to this. For example, they allow children the freedom to be outside at the very beginning of the day when the sun's harmful UV rays are at their lowest. Staff then prepare quieter and less strenuous activities inside when the sun is at its strongest. Children are inquisitive, curious and keen to take part in activities. For example, they squirt paint onto a large tarpaulin and then watch how colours merge together. Children use sticks, fingers and brushes to swirl paint and mix colours, commenting on colour and form. The setting has identified the outside space a priority for further investment and has created an ambitious plan to develop this further.

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

- Leaders have developed a unique approach which centres on children as celebrated individuals. Staff can share what they want children to learn and the progress they have made. However, the intent for children's learning is not always precise and not always consistent. This means not all activities consistently build on what children know and can do.
- Staff take time to listen and respond to children's questions. Older children engage in a variety of group activities and develop good listening and attention skills. Staff introduce new words, so that children hear and learn a rich variety of vocabulary. For example, they say, 'I see you are pressing it down, you press it into the dough that's called an imprint'. However, not all staff follow these strategies and, on occasions, questions are often rapid and closed. This means children do not have the same experience of learning across the setting.
- Generally, parents are very happy with the setting. They speak of the friendliness of staff and how they make time to talk to parents about what children have been doing during the day. Staff gather useful information from parents when children start, such as children's likes and dislikes. This helps staff support children to settle quickly and respond to their individual needs.
- Babies have plenty of opportunity to develop their physical skills. They pull

themselves up, crawl and walk up low steps with and without the support of staff. Babies are happy, content and respond very well to staff. For example, they reach out for a cuddle and snuggle in when held.

- Leaders support staff well and consider their well-being. They allow staff a great deal of autonomy on what takes place within the setting. Apart from the management team, the setting has dispensed with hierarchy amongst staff. However, not all staff communicate what they are doing, where they are going and what needs doing next. This means some tasks are not completed, for example clearing tables and sweeping up food before the next group activity.
- Care practices are managed well at this setting. The leadership team has reflected on how this is managed to ensure children receive a consistently high level of care. Children behave well at mealtimes. They sit and wait for their friends to join the table. Children remember to say 'please' and 'thank you'. They demonstrate good independence skills and manage small tasks for themselves, such as pouring drinks and using a knife and fork.
- Toddlers sing to themselves and make up rhythms with pots and pans. Staff sit alongside them and match rhythms and tempo. Children explore the different sounds made by wooden spoons and large blocks. They develop high levels of self-confidence. Children take part in simple pretend play and demonstrate good attitudes to learning.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of the signs and symptoms of abuse. They respond quickly to concerns and follow local authority guidelines when reporting and recording concerns about children's welfare. Staff are confident with the whistle-blowing policy and procedures for reporting allegations. They ensure that children manage some risks themselves and understand how to keep themselves safe. Leaders have robust procedures in place to check that staff are suitable to work with children. Staff supervise children appropriately, ensuring a safe environment for them.

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

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

- strengthen the monitoring and supervision of staff to raise the quality and consistency of their performance to the highest level
- support staff to implement the precise learning intentions of activities more effectively, so they are clear about what skills and knowledge they want children to gain
- strengthen staff's teaching skills even further to ensure that questions posed to children have real purpose and that they are given time to answer.

## Setting details

<b>Unique reference number</b>	EY445884
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10218610
<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>	78
<b>Number of children on roll</b>	143
<b>Name of registered person</b>	BBN Limited
<b>Registered person unique reference number</b>	RP900843
<b>Telephone number</b>	01453767004
<b>Date of previous inspection</b>	23 August 2016

## Information about this early years setting

Seasons Private Day Nursery registered in 2012 and is situated in Stroud, Gloucestershire. The nursery opens each weekday from 8am until 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children. There are 26 members of staff. Of these, 11 hold early years qualifications at level 3, and three hold level 2. The manager one holds a qualification at level 6.

## Information about this inspection

### Inspector

Gwyneth Keen

## 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 manager and has taken that into account in their evaluation of the provision.
- The inspector and leaders completed a learning walk together. The manager shared with the inspector what they want children to learn and how they will do this.
- The inspector and the manager carried out a joint observation. They observed how well staff teach children and discussed what they want them to learn.
- The manager spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to several 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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