

# Inspection of Children 4 Most At Flowery Field

Hyde Flowery Centre, Old Road, Hyde, Cheshire SK14 4SN

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Inspection date: 28 June 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education                     | <b>Good</b> |
| Behaviour and attitudes                      | <b>Good</b> |
| Personal development                         | <b>Good</b> |
| Leadership and management                    | <b>Good</b> |
| Overall effectiveness at previous inspection | Outstanding |

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

### The provision is good

Children are eager to arrive at the nursery, where they have a very positive start to their education. They have strong relationships with staff members. Children seek out staff members for cuddles and reassurance. They are happy and safe. Children play outside every day in spaces that have been designed to meet their needs. For example, pre-school children run, climb and balance. This helps to develop children's physical skills.

Songs are used as a powerful tool to engage children and promote learning. Children build a large repertoire of nursery rhymes during their time at the nursery. Their vocabulary expands and they explore rhythm and rhyme. Songs are also used to support positive behaviour. For example, when children start circle time, they sing 'Is everybody looking?' This helps children to behave well.

Children learn new knowledge and skills over time. For example, toddlers learn about different animals and practise the noises they make. Staff set high expectations for children, which supports their ongoing progress. Children grow in their independence. For example, after lunchtime, toddlers follow the familiar routine as they find their beds and lie down, covering themselves with blankets. Parents are now allowed into the building following the COVID-19 pandemic. This has had a positive impact on children and partnerships with families as it helps children to settle.

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

- All staff have a very good understanding of what they want children to learn. They know children well and target activities to help children to achieve their next steps. For example, staff provide encouragement as they sensitively support babies to take their first steps. This targeted learning helps to ensure all children make good progress, including those in receipt of additional funding.
- Communication and language is well supported. For example, staff repeat key words throughout their daily activities with babies. Staff model full sentences as they respond to toddlers. As children progress between rooms, their vocabulary develops. This contributes to children being able to express themselves.
- Activities are engaging and capture children's attention. Staff are well placed around each room to support and extend learning. For example, toddlers develop their coordination skills as they play enthusiastically with coloured pasta and rice. Staff teach children about colours and children develop their small-muscle skills as they scoop and pour pasta. They squeal with delight as the rice falls through their fingers, enjoying the sensory experience.
- At times, staff do not quickly recognise when children lose focus. For example, activities sometimes last too long and children become distracted. Children

cannot always see resources during small-group activities, such as books. This means children cannot always fully participate in activities.

- Children's independence is promoted well. For example, children use tongs to serve their own fruit at snack time. Staff encourage children to clean their faces and wash their hands independently. This helps to develop children's confidence and skills in self-care.
- Staff are highly responsive to children's needs. For example, they identify when children are hungry or tired, and respond immediately. They have warm and positive interactions with children at all times. This contributes to secure attachments, which helps children to feel settled.
- Provision for children with special educational needs and/or disabilities (SEND) is excellent. The knowledgeable special educational needs and/or disabilities coordinator (SENDCo) works closely with the local authority and takes on board advice from external agencies. This helps to ensure children with SEND make the best progress they are capable of.
- The strong management team is supported by owners who are passionate and involved. Staff are encouraged to continue their professional development. Qualified staff are positive role models for those who are training. This helps to build a high-quality staff team.
- Parents are very happy with the nursery. They praise the regular communication they receive through an online system. They particularly enjoy receiving 'wow moments' and photos. This helps them to understand what children have been learning so they can extend it at home.
- The nursery has close links with the attached children's centre. The nursery works in collaboration with health visitors and speech and language therapists, who provide support for children. The nursery and children's centre work as a team to help ensure children and families have access to any support they need.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to report any signs of abuse and know what signs to be alert to. The nursery follows robust recruitment processes to help ensure that all staff are suitable to work with children. The nursery is secure. Only adults who are known to staff are allowed entry. Staff supervise children well inside and outside. They assess risks in the environment and respond to them. For example, staff regularly clean water and sand from the floor to help prevent slipping.

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

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

- support staff to recognise when children have lost focus and address the reasons why this occurs.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY309608                                    |
| <b>Local authority</b>                             | Tameside                                    |
| <b>Inspection number</b>                           | 10109722                                    |
| <b>Type of provision</b>                           | Childcare on non-domestic premises          |
| <b>Registers</b>                                   | Early Years 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>                      | 76  |
| <b>Number of children on roll</b>                  | 109   |
| <b>Name of registered person</b>                   | Children 4 Most Private Day Nursery Limited |
| <b>Registered person unique reference number</b>   | RP910274                                    |
| <b>Telephone number</b>                            | 0161 351 9675                               |
| <b>Date of previous inspection</b>                 | 3 April 2014                                |

## Information about this early years setting

Children 4 Most At Flowery Field registered in 2005. It is situated in the Hyde area of Cheshire. The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications, including one at level 6, two at level 5, seven at level 3 and seven at level 2. The nursery opens Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides free 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 setting 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 setting.
- The manager and the 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 SENDCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation.

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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