

Inspection of Charnwood

Charnwood Nursery & Family Centre, St. Pauls Road, STOCKPORT, Cheshire SK4 4RY

Inspection date: 21 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this inspirational setting. They are greeted at the gates, due to the COVID-19 pandemic, by the happy, welcoming staff. Children quickly settle into a range of inviting activities, supported by the extremely enthusiastic team of staff. Charnwood is a fully inclusive setting where all children achieve, regardless of their starting points, and often exceed in their expected progress. Children with special educational needs and/or disabilities (SEND) are fully immersed in their play, supported by highly qualified and skilled staff. Children show respect and care for one another and treat each other with high regard. Children behave exceptionally well and show they feel safe and secure. They are successfully supported to be resilient and independent learners. Each and every child is celebrated and supported to reach their full potential.

Children are deeply immersed in their play in all areas of the setting. Staff skilfully and consistently extend children's learning at every opportunity. Children move freely around the areas, accessing numerous activities which inspire and challenge them to take risks. For example, children confidently talk to the inspector about the models they have made in the woodwork shed. They explain how they put the nails in the wood and leaves, to create a dress for Elsa. Children are proud of their achievements and eagerly take their creations home to share with their family. Children's physical development is promoted well as they explore the outdoor areas. They go down the slide with confidence and children with SEND are supported to successfully access the climbing frame.

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

- The extremely ambitious and well-thought-out curriculum is built around what children know and can do. The environment offers children a rich set of learning experiences. The highly skilled staff have thorough knowledge of each child, and plan a range of exciting activities based on their interests and learning styles. This means that children of all stages of development are inspired to learn, be curious and are deeply engaged in their play. They build on the skills and knowledge they learn over time, supported by staff who expertly and consistently teach in the moment. Therefore, all children make exceptional, rapid progress from their starting points.
- Community is at the heart of Charnwood. The leadership team and staff take time to get to know children and their families from the earliest opportunity. They go above and beyond for the families who attend and for other families in the community. The setting provides groups in the local area where families can regularly come together. This gives them an opportunity to form friendships with others and access a range of professional support. This promotes children's emotional development and good health.

- Children with SEND are supported exceptionally well. Staff expertly work in partnership with outside agencies to support the varied needs of the children. Daily routines and activities are skilfully differentiated to be inclusive to all children. For example, all staff consistently use Makaton and visual pictures to develop children's communication and language skills. This ensures learning is accessible to all children.
- Children's emotional well-being is supported to the highest level. Children are encouraged to be kind and caring, and to take turns when appropriate. For example, children take turns to make a big splash as they jump in the puddle. Children access soft-play areas within the rooms, which gives them time to self-regulate and use specialised equipment to meet their sensory needs. This promotes children's self-esteem.
- Children's literacy skills are promoted throughout the setting. They listen intently to stories shared by highly engaging staff. A multi-sensory approach means all children develop a love of reading. For example, children feel the mist of the water spray on their hands when reading about ducks in a pond, and delight as they find chocolate eggs in the basket at the end of the story. Children, when they are ready, learn the sounds of letters and how to write simple words. This skilled differentiation to activities means learning is extended and embedded to the highest level.
- Parents overwhelmingly praise the setting and every member of staff for the care and support that is provided. They say, 'it is like a family', and feel lucky to have their children attend this inclusive, aspirational setting. Partnerships with parents are exceptional. Staff keep them up to date with their child's development and continually go 'the extra mile' to ensure families are supported.
- The leadership and management team are extremely passionate and have a strong vision for the setting. They support staff to further their professional development and expertly focus training on their specific needs. Managers support staff well-being exceptionally well. Staff feel they are respected and fully supported in their role.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training to keep them up to date with recognising signs and symptoms of abuse. Staff are clear on the procedures to follow should they have a concern about the welfare of a child or the conduct of a colleague. The full-time family support worker provides support to families at the earliest opportunity, which means they are signposted to help and support should the need arise. Recruitment procedures are robust and ongoing staff suitability is regularly checked. Risk assessments are in place for all areas of the setting and individual risk assessments for children with SEND when necessary.

Setting details

Unique reference number	501447
Local authority	Stockport
Inspection number	10129151
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	92
Number of children on roll	92
Name of registered person	The Charnwood Trust
Registered person unique reference number	RP909045
Telephone number	0161 442 7767
Date of previous inspection	17 July 2015

Information about this early years setting

Charnwood Nursery and Family Centre registered in 1978. The nursery employs 47 members of staff. The nursery opens from Monday to Friday, term time only, and is open from 8am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children with SEND.

Information about this inspection

Inspector

Janine Tours

Inspection activities

- This is the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in their evaluation of the provider.
- A learning walk was completed with the headteacher and the inspector to discuss the curriculum intent and how it is implemented.
- The inspector spoke to several parents during the inspection and took account of their views together with parents' written feedback.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the setting.
- The headteacher and the inspector carried out a joint observation of an activity and evaluated its effectiveness together.

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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