

Inspection of Start Well Learning Limited

Greville House, Greville Drive, Winsford, Cheshire CW7 3EP

Inspection date: 3 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children demonstrate high levels of energy and excitement as they enter the vibrant and well-resourced environment. Children develop exceptionally strong emotional attachments with their key person when settling in to this wonderfully welcoming nursery. Staff build nurturing relationships to ensure children feel safe and secure from the moment they start by providing lots of cuddles and reassurance. Babies snuggle into the staff to be comforted when they are ready for a sleep. This demonstrates secure emotional attachments. Children of all ages are eager to play and explore. Whether that be pre-school children using their small muscles to dig in the sand, or babies using their creativity to explore the sounds musical instruments make.

Children's language and communication are of paramount importance in the nursery. Staff provide a language-rich environment where they talk to children, sing songs and read books. On a bug hunt, children find an insect. A staff member suggests using a magnifying glass to explore its intricate features and then the children connect what they have seen to stories. Later, when children find a caterpillar, staff encourage them to remember where it sleeps. Children confidently recall that it is 'in a cocoon'.

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

- Overall, care practices are good. Staff provide younger children with lots of opportunities to feed themselves at snack and lunchtime. They talk to children about the importance of eating a healthy diet and support them when they need help. This encourages children to become increasingly independent. However, staff do not always teach children about the importance of following good hygiene practices. Therefore, children do not always learn the importance of keeping their teeth healthy.
- Children develop a real love of books. They happily sit down and listen intently to stories. Staff read books with great intonation and children are excited to see what might be on the next page. Children point out pictures they like and confidently repeat familiar phrases. They learn new vocabulary and understand that print carries meaning, creating confident communicators. For example, reading the story 'Dear Zoo', all the children recite 'so they sent him back'.
- Children excitedly approach the planting and growing area. Staff's interactions spark children's thirst for learning and their thinking skills. For example, the staff member says, 'look at the green beans, are they green or purple?' She explains they are not ready to be eaten and children share the beans out to look at them. This encourages knowledge and understanding of the world around them.
- Staff support children's early mathematical understanding well and weave mathematical concepts throughout children's play and at routine times of the

day. They develop children's understanding of number and recognise a small total when counting. Children make simple calculations, such as working out the total when one more is added. For example, choosing lion pictures, they count every time they choose another lion, increasing the total each time.

- Staff are highly experienced, knowledgeable and well qualified. They fully recognise that each child is unique. They make all attempts to ensure that children make progress in their learning according to their starting points and capabilities. However, occasionally, staff do not always plan adult-led activities that capture the attention or interest of all children.
- The nursery widens children's opportunities and gives them experiences that they may not otherwise have had. For example, staff provide children of all ages with a trip into the local town, where all children purchased poppies. Children made a wreath and took it to the cenotaph on Armistice Day. This helps to broaden children's understanding of other people and the local community.
- The dedicated manager and her staff are relentless in their pursuit for excellence. They lead the nursery with great determination and have created a climate of expectations and an insistence on the very best for every child. The manager takes an exceptionally active role in the setting. She supports staff extremely well indeed. Staff speak enthusiastically about the managers and are dedicated to their roles.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular safeguarding training which is applicable to their specific role. Leaders and staff have a secure knowledge of the indicators of abuse and the procedures to follow in the event of a child protection concern. Staff carry out daily risk assessments of the nursery environment to reduce and minimise any potential hazards. All areas of the premises are safe and secure. For example, gates and doors are locked and security controlled. This prevents unknown people entering the premises. The manager follows robust safer recruitment procedures when employing new members of staff to ensure they are suitable to work with children.

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 help children learn about good oral health practices, such as regular teeth brushing, and why these are important
- adapt adult-led activities to ensure they capture all children's interest and encourage children to become highly engaged.

Setting details

Unique reference number	2499543
Local authority	Cheshire West and Chester
Inspection number	10194373
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	0 to 2
Total number of places	42
Number of children on roll	23
Name of registered person	Start Well Learning Limited
Registered person unique reference number	RP529957
Telephone number	01606 559115
Date of previous inspection	Not applicable

Information about this early years setting

Start Well Learning Limited registered in 2018. The nursery employs 10 members of childcare staff. All staff hold recognised early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year around. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Nicky Martin

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 discussed with the inspector how she uses the premises and resources with the children.
- The inspector spoke with the manager and children at appropriate times throughout the inspection. She took account of parents' views.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and completed a joint observation with the manager of a planned activity to assess the quality of teaching and learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022