

# Inspection of Starting Point Nursery

South Cheshire College, Danebank Avenue, CREWE CW2 8AB

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Inspection date:

10 August 2022

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## **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 and are incredibly happy in this safe, nurturing provision. They are extremely imaginative and confident in leading their own learning. Children fluently express their views at nursery 'council' meetings. Their ideas are quickly followed up by experienced leaders, who plan exciting themed weeks to enhance children's interests. As a result, all children are deeply engaged in meaningful experiences which help them make rapid progress from their starting points. For example, during pirate week, children are excited and highly motivated to build boats with their friends and to count treasure. Staff have exceptionally high expectations of children and skilfully extend vocabulary and mathematical knowledge during play. Children eagerly recall their learning and take pride in their achievements. Children's behaviour is exemplary.

There is an abundance of opportunities to learn from nature in the forest area. Children have their own kitchen garden, where they grow a variety of vegetables which the cook turns into healthy recipes. At lunchtime, children independently lay the table and pour drinks for their friends. They consistently show care and respect for each other. Parents are delighted with the progress the children make and feel exceptionally valued. The parent communication systems ensure they are very well informed and provided with valuable resources to support learning at home. Links with the local college are strong and children access the campus field and stage.

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

- Children play exceptionally well together. They are very caring towards their friends and extremely persistent when working together on tasks. For example, while making orange and mint 'tea' in a play tray, they remain focused, sharing teapots, spoons and sieves. At their 'morning tea break', children chat freely to each other. When another child arrives to take part in the activity, she is immediately poured 'a cup of tea' to join in the fun. Children support each other in clearing up and cleaning their chosen resources.
- Leaders are highly reflective. Evaluation and measuring impact are of the highest priority. Leaders work extremely hard to enhance staff training opportunities and have accessed professional development courses through the local college. All staff record and evaluate their own practice and regularly share their own areas of expertise with each other. Staff are focused on self-improvement and committed to improving their own practice. Leaders and staff work as a team and are keen to promote this coaching and mentoring approach as a way of providing the best education possible for the children in the nursery.
- Books and communication skills are cherished. Babies have access to a range of books and are fascinated by the sounds and flaps to lift up. Throughout the day, there are multiple story sessions for different age groups. Staff challenge older

children with questions about the story, allowing plenty of opportunities for children to act out scenes. For example, during a retelling of 'We're Going on a Bear Hunt' in the forest area, children go barefoot down a sensory trail, through leaves and water, until they find the 'bear' hidden in a den. Children hide behind trees and shriek excitedly when the bear is found.

- The key-person system and parent partnership are exceptionally strong. Parents regularly share their views and comments through surveys and meetings. Parents are informed daily about what their child has eaten, how long they have slept and given evidence of learning experiences. Children with special educational needs and/or disabilities, and those from disadvantaged backgrounds, are swiftly given targeted support. Meetings with other professionals, and intervention programmes delivered by staff, are highly successful in closing gaps.
- Children are extremely motivated to develop their own learning over sustained periods of time. For example, while watering plants in the garden, children talk about different fruits. Children count the apples they pick in the orchard and discuss how they will give them to the cook to make 'Gruffalo crumble'. Questions about the world around them are answered by staff, but also by the children themselves, who excitedly check their knowledge in fact books. Staff listen to the children's ideas over lunchtime and develop their learning further by adding resources and equipment.
- Staff consistently support children's mathematical knowledge. They encourage children to talk about shapes, using words like 'sharp corner' or 'curvy'. There is a shape of the week and children play freely with blocks and puzzles. Children enthusiastically point out the number of things in a variety of playful contexts, such as guessing and counting spots on a nursery dinosaur. As a result of this embedded practice, children are developing a fast recognition of objects.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are fully committed to safeguarding children. They understand exactly what support children and families need, and this information is considered paramount in ensuring children flourish. Partnerships with other external professionals involved in safeguarding issues are highly effective. Staff receive extensive safeguarding training. They have a secure understanding of what to do if they have a concern about a child. Robust risk assessments, carried out daily by all staff, further ensure children's safety. There are rigorous safer recruitment procedures and new staff are monitored throughout their induction period.

## Setting details

<b>Unique reference number</b>	EY413041
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10129196
<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>	69
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Cheshire College South & West
<b>Registered person unique reference number</b>	RP524962
<b>Telephone number</b>	01270 654 655
<b>Date of previous inspection</b>	16 October 2015

## Information about this early years setting

Starting Point Nursery registered in 2010. The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sandra Hamilton

## Inspection activities

- This was the first routine inspection that the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and took that into account in their evaluation of the setting.
- Staff views were taken into account as the inspector talked to them at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the provision.
- The inspector observed the provision and discussed the safety and suitability of the premises.
- The nominated individuals joined the inspector on a learning walk and talked about the curriculum and what they want the children to learn.
- Parents shared their views of the setting with the inspector.

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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