

# Inspection of Nurture Nursery and Pre-School

62 Station Road, Marple, STOCKPORT, Cheshire SK6 6AL

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Inspection date: 17 August 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 are calm and settled in this nurturing setting. They arrive with a smile and happily engage with the stimulating activities that are on offer. Children quickly form bonds with the attentive staff and receive reassuring cuddles throughout the day. Children display high levels of confidence as they wave at visitors and initiate conversations with them. Children are self-assured and feel safe.

All children, including those with special educational needs and/or disabilities, flourish in this language-rich environment. Staff model new vocabulary to children and hold thoughtful conversations with them. Children enjoy chatting with their friends and talking to staff about what they have done and events that they are looking forward to. They discuss seeing the Statue of Liberty in New York and describe how hammerhead sharks live in the ocean. Children remember what they have been taught. For example, older children delight in saying 'hello' and 'thank you' in French, Spanish and Italian. Children become confident communicators and make good progress from their starting points.

Children are kind and courteous to their friends. They take turns and share as they independently select resources in their play. Older children offer younger children a turn on the bike and toddlers spontaneously hug their friends. Children respond positively to the well-established routines. They quickly put away all the toys while the 'tidy-up' song plays. On the isolated occasions when children do need support to regulate their feelings, staff calmly support them to talk about their emotions. Children behave well and are developing positive relationships.

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

- Effective transition procedures help children to settle quickly and to form secure attachments when they first join the setting. Staff gather information from families before children attend. They use the knowledge gained from this to create a personalised approach to children's settling-in sessions. When children are transitioning to school, staff reassure them by taking them on walks to see the schools and looking at photographs of their teachers and new classroom. This supports children to feel confident and secure when they start school.
- Children benefit from many opportunities to develop their physical skills. Older children use their large muscles as they use bats and balls, jump off logs and pull themselves up on the climbing equipment. Younger children develop their coordination and core strength as they climb up the steps to use the slide. Children strengthen the small muscles in their hands by using cutlery, scissors and pens. Children's physical development is well supported.
- Leaders improve the quality of the provision over time through effective coaching and mentoring of staff. Staff have regular supervision meetings with

leaders. They are given training and support to develop their knowledge and skills. Staff morale is high and their well-being is supported.

- Parents speak highly of the setting. They appreciate the daily communication that they have with staff and the help that is offered if their child needs any additional support. Parents are happy with the service that the setting offers and feel that their children have made good progress since starting there.
- Staff promote healthy lifestyles and teach children to look after their bodies. Children are provided with a healthy diet of nutritious, home-cooked food and staff promote children's oral health. Children are encouraged to be active. They run at speed pretending to be superheroes and whizz round on bikes. Children are developing their understanding of what it means to be healthy.
- Children's language and communication skills are supported well. Staff incorporate songs and stories into children's play. For instance, children enthusiastically join in with a song about animals and anticipate the end of the song as they hold their crocodiles up shouting 'SNAP!'. Children are mesmerised as they listen to stories being read. They quickly give staff another book to read as they get to the end of the story. Children are developing a love of reading.
- Staff know the children well and are clear about what they want children to learn. They provide children with a broad range of activities and resources that support their progress over time. However, staff do not consistently use their interactions with children to build on their knowledge and skills. For example, staff do not always give children time to think and respond. They are not always confident to adapt their questioning based on what children are showing they know and can do.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate that they understand the signs and symptoms that may indicate children are at risk of abuse. Staff know what actions to take if they have any concerns about children, or about adults' behaviour towards children. Staff carry out daily risk assessments of the indoor and outdoor environments to ensure that the building and resources are safe and suitable for children. Any identified risks are reported to leaders and resolved promptly to minimise any risk to children's health or safety. Leaders ensure that the required number staff are working with children so that their welfare is not compromised.

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

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

- strengthen interactions with children by adapting questions and giving time for children to respond so that they consistently build on what they know and can do.

## Setting details

<b>Unique reference number</b>	EY462802
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10250038
<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>	90
<b>Number of children on roll</b>	138
<b>Name of registered person</b>	Nurture (Marple) Limited
<b>Registered person unique reference number</b>	RP904138
<b>Telephone number</b>	0161 427 9891
<b>Date of previous inspection</b>	1 December 2016

## Information about this early years setting

The nursery employs 25 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. Four members of staff hold a qualification at level 2 and five are unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays and two weeks at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery also cares for children who have special educational needs and/or disabilities and children who speak English as an additional language.

## Information about this inspection

**Inspector**  
Liz Dayton

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector looked at relevant documentation, including checking the suitability of the staff.
- Discussions were held with the manager and staff during the inspection.
- Parents shared their views of the setting with the inspector.
- The deputy manager and the inspector carried out a joint observation of an activity outside.
- Children spoke to the inspector during the inspection.

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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