

# Inspection of Cheadle Kindergarten

Cheadle Primary School, The Avenue, Cheadle, Stoke On Trent, Staffordshire ST10 1EG

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Inspection date: 19 August 2022

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is outstanding**

Children flourish across all areas of learning in this warm and engaging nursery. They build excellent bonds with staff who are nurturing and supportive. Children are provided with an ambitious and rich curriculum which builds on their interests and existing knowledge. Staff have high expectations for children which enables them to thrive.

Children revel in the opportunity to explore freely between the inside and outside environments. They develop their cardiovascular and gross-motor skills as they crawl through tunnels, kick balls and ride bikes, confidently negotiating space and obstacles. Children take enormous pride in their achievements and are eager to show visitors their creative work. For instance, children create exceptional sunflower paintings with freedom of choice, materials and mark-making tools. They beautifully depict the work of Van Gogh. Their work is both extremely expressive and unique. All staff support children to develop in confidence and character. Children receive excellent opportunities to ignite their curiosity and extend their thinking. Leaders provide children with opportunities to experience awe and wonder every day.

Children benefit greatly from the high quality interactions of staff who model excellent communication and language skills. Staff provide a rich breadth of vocabulary for children whose language develops rapidly. Children show excellent conversational skills as they speak and listen politely, with staff skilfully expanding and recasting with positive reinforcement. This results in children displaying exemplary behaviour.

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

- Staff are highly skilled at identifying children who may need extra support. They use focused training, supported by external professionals, to ensure all children, including those with special educational needs and/or disabilities, make excellent progress. Funding allocated to these children is used to implement personalised support.
- Children participate in exciting real-life opportunities that successfully build on their experiences at home. For example, children speak of their time on holiday. Staff recognise this important learning opportunity and find innovative ways to incorporate all aspects of holidays into their continuous provision. This approach helps children make rapid progress in their learning and development.
- Staff are skilful in teaching mathematics. They provide various opportunities for children to count, measure and compare. Children confidently count orange segments at snack time, discuss capacity during water play and show intense concentration as they fill containers using different-sized jugs and funnels. Staff

are positive role models and children are engrossed in their learning.

- All children show an extremely strong sense of belonging within the setting. Older children re-enact parts of their favourite stories during their fantastic role play with each other and have a multitude of opportunities to develop their talents. Babies enjoy splashing in water with their favourite dinosaurs and joining in with the many familiar songs and rhymes that staff sing to them. Relationships between staff and babies are caring and receptive and all children form secure attachments.
- Children become active members of the local community. For example, they walk to a nearby care home and sing to the residents. This intergenerational activity helps children to develop confidence and a growing understanding of the world around them. Staff excel at challenging stereotypes and children learn to recognise and celebrate each other's differences in an age-appropriate way. Partnership with the local primary school is excellent and children are well supported during transition into the nursery and in their move on to school.
- Parent partnership is exceptional. Parents speak very highly about the nursery and comment on having 'total confidence in the team' and the 'tremendous progress' their children have made. Parents are provided with detailed updates about their children's learning and the interactive family app allows them to share information from home. Innovative ideas such as 'we are stars, watch us shine' and 'bertie bear' allow parents to further support children's learning and development at home. These positive relationships and two-way flow of communication secures the children's ongoing progress.
- The leadership and management of this nursery is excellent. Self-evaluation is both reflective and ambitious. Staff training and focused professional development opportunities are given high priority and this learning is regularly cascaded to the team. Staff comment that leaders 'appreciate everything they do' and feel well supported in their roles. Leaders place a strong emphasis on well-being and recognise that this has a substantial impact on children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

Safeguarding practices are highly effective. The manager has instilled a positive safeguarding culture throughout the setting. Staff receive excellent training that ensures they recognise and report any concerns quickly and understand the steps to take should a referral be necessary. Leaders adopt stringent procedures for the recruitment of new staff and keep robust records that ensure all staff are suitable to work with children and remain so. Staff teach children about potential hazards, such as reminding them that the floor is slippery when wet. This allows the children to begin to manage their own risks and learn to keep themselves safe. Standards of hygiene are meticulously maintained and the nursery is clean, well-organised and secure.

## Setting details

<b>Unique reference number</b>	EY553657
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10174164
<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 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	The Kindergarten Group Limited
<b>Registered person unique reference number</b>	RP532723
<b>Telephone number</b>	07850462364
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Cheadle Kindergarten was registered in 2017. It is situated in Cheadle, Staffordshire. The nursery employs 8 members of staff. Of these, three hold appropriate early years qualifications at level 6, four hold qualifications at level 3, and one holds a level 2 qualification. The nursery opens Monday to Friday for 51 weeks of the year, from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne McDowell

## 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 quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk of all areas of the setting and discussed the early years curriculum.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the nursery manager and discussed the impact of teaching on children's learning.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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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