

Inspection of Ledsham Park Day Nursery

Ledsham Road, Little Sutton, Cheshire CH66 4QN

Inspection date: 22 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive happy at the welcoming nursery, where staff greet them warmly at the door. Babies giggle with delight as staff enthusiastically sing their favourite songs with a selection of props and toys. Toddlers are delighted and show they feel secure as they take turns to select a song by eagerly choosing a picture. Older children show great focus and are engaged as they explore the texture of mud in the outdoor area. They pour in water and mix the concoction. Children show perseverance in this challenging task, measuring out ingredients until the consistency is correct. They are challenged and show a positive can-do attitude to their learning.

Children behave very well; they are kind and polite and offer support to one another. Staff use clear and consistent reminders, for example, for children to use their 'listening ears' and 'kind hands'. This helps children to understand the high expectations staff have of them. This helps children to learn right from wrong. Following the COVID-19 pandemic, leaders have focused on developing children's personal and social skills. Staff ensure they build supportive relationships with all children. As a result, children show a real enthusiasm for learning as they explore their surroundings and environment with great confidence.

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

- Leaders and staff plan and deliver a curriculum that is based on what they want children to learn. Staff give high priority to children's interests when planning activities. This helps all children to develop a positive attitude to learning, as staff alter activities to suit children's individual needs. However, sometimes assessment is not used precisely enough to swiftly identify gaps in development and ensure all children make good progress.
- Staff support children's communication and language development. They read stories and engage children in lively singing sessions. Children are keen to answer questions. They share their views and participate in interesting conversations. For example, children eagerly explain that they are 'making the toys better' as they put bandages around them. These experiences develop children's vocabulary and help children become confident communicators.
- Children learn about those who help them in the community. For example, children have enjoyed visits from the emergency services. As a result, children develop respectful attitudes for those who help them. However, opportunities to learn about the culture and heritage of those attending the nursery have not yet been explored. This means children's understanding of diversity in modern Britain is less well developed.
- Children challenge themselves as they learn to balance on tyres and eagerly climb up to swing on hammocks. This helps to develop their physical strength.

Staff support children to develop their coordination and strength in their hands. Children use knives to chop and cut play dough. They pour water between containers and dig in soil to plant vegetables. As a result, children develop skills that will benefit them when they start school.

- The skilled staff team seize opportunities to enhance children's learning. For example, in a music session staff talk about quiet and loud sounds. In the garden, staff quickly draw children's attention to the sounds they can hear. Children are truly engrossed as they recognise sounds of the wind 'blowing' and the birds 'singing'. These meaningful activities help children to develop the skills they need to recognise sounds in words.
- Partnerships with parents are strong. Parents feel valued and appreciate the 'nurturing approach' of the managers and staff. They receive detailed information about their children's experiences and plenty of ideas on how to support learning at home. Staff share information about a 'Book of the Month' and provide activity ideas for children to complete at home. This helps children and their families develop a love of reading.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate that a child is at risk of harm. Staff know the procedures to follow if they are concerned about children's safety or the practice of another member of their team. Leaders ensure staff keep their knowledge and skills up to date. Staff regularly practise evacuation of the premises to ensure their own and children's safety. This also helps children have an understanding of the procedures to follow in case of an emergency.

What does the setting need to do to improve?

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

- improve assessment procedures, so information is used more precisely to identify what children need to learn next, to help them to make the best possible progress in their development
- enhance the curriculum to help children to consistently understand differences and similarities between people, cultures and communities different to their own.

Setting details

Unique reference number	EY315680
Local authority	Cheshire West and Chester
Inspection number	10234968
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	102
Number of children on roll	84
Name of registered person	Busy Nought to Fives Limited
Registered person unique reference number	RP906936
Telephone number	0151 339 3076
Date of previous inspection	12 October 2016

Information about this early years setting

Ledsham Park Day Nursery is operated by a limited company. It registered in 2005. Sessions run Monday to Friday from 7.30am to 6pm, all year round. The nursery employs 15 members of childcare staff. Of these, one member of staff holds a relevant qualification at level 6, 11 members of staff hold qualifications at level 3 or above and two hold qualifications at level 2. One member of staff has qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children

Information about this inspection

Inspector

Deborah Magee

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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- The manager and the inspector carried out a joint observation of an activity and evaluated its effectiveness together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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