

Inspection of The Stables Nursery School Ltd

Grimsditch Lane, Lower Whitley, Warrington, Cheshire WA4 4ED

Inspection date: 31 August 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive with a smile and eagerly pull at their parents' arms to go inside as quickly as possible. They are greeted by the warm and friendly staff, who share in their excitement for the day ahead. Children who are anxious when they arrive are provided with cuddles and reassurance from the nurturing and responsive staff. This helps all children to settle quickly and to happily engage with the exciting activities on offer. Children have built secure relationships with the staff. They are happy and feel secure.

Children benefit from accessing a broad range of sensory experiences that build on their knowledge and skills. They use twigs to move stones around in the sticky mixture as they pretend to melt marshmallows over a fire. They use pipettes to move water from one container to another, saying it is the colour of mint and that they need to add cornflour to make it thicker. These opportunities promote curiosity and a love of learning as children experience the awe and wonder of the world around them.

Children enjoy interacting with each other and build positive friendships over time. They independently share resources and confidently ask each other for help as they play. Children tell each other they are 'best friends'. Babies greet visitors with a smile and a wave. Older children are keen to ask questions and to share their views of the setting. Children are polite and respectful to each other and to staff. They are confident and self-assured.

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

- Staff ensure that children are well prepared for their next stage in learning. They plan a broad range of learning opportunities that support children to build on their knowledge over time. Staff teach children to be independent in managing their own needs and to develop the physical skills that they will need when they learn to write. All children, including those with special educational needs and/or disabilities, make good progress over time.
- Children benefit from hearing stories being read to them every day. They snuggle up on cushions and crawl into tents as they listen to staff read aloud. Children are encouraged to take part in stories by using puppets to represent the character's actions in the book. These experiences support children to develop a love of reading.
- Staff support children's social and communication skills in a range of ways. Singing can be heard in abundance throughout the nursery. Children enthusiastically join in with the words and actions to the many songs they know from memory. Staff help babies to develop their eye contact through games, such as peekaboo. Staff encourage children to use role-play resources to act out

social experiences. Toddlers use oven gloves and say 'chop chop' as they put pretend food onto the plates.

- Staff ensure that children's health and dietary needs are met. They provide children with a range of nutritious meals and ensure that they have access to water throughout the day. Children have opportunities to be active through playing outside daily. Staff teach children how to thoroughly wash their hands before eating to get rid of germs. When children drop their forks on the floor, staff immediately give them a new one. Children are developing an understanding of how to look after their bodies.
- Parents are kept informed about their children's progress and know how to support their learning at home. Staff consult parents on their views about their children's needs. For example, when children join the nursery, they discuss which would be the most appropriate room for them to start in. Parents state that they 'could not be happier' with the nursery. They say that it is 'like a family' and that 'nothing is too much trouble' for the 'brilliant, dedicated staff'.
- Since the last inspection, leaders have reviewed the induction training given to new staff to help them to quickly understand their roles and responsibilities. Staff now receive more dedicated time with the manager to discuss the quality of their practice and any training needs. Staff have access to a wide range of professional development opportunities, which helps them to improve their knowledge and skills over time. Staff's well-being is supported by leaders.
- Overall, staff use their interactions with children to build on their knowledge and skills. They model vocabulary and ask questions as they play. However, staff do not always consider how to extend children's thinking through the questions that they ask. They do not consistently give children time to think and respond.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have recently developed robust procedures to regularly check staff's knowledge of safeguarding at all levels. Staff demonstrate that they understand the signs that may indicate children are at risk of abuse and the actions to take if they have any concerns about children's welfare. Staff show that they have an up-to-date knowledge of safeguarding, including the 'Prevent' duty and how to deal with allegations about staff. Since the last inspection, leaders have put in place explicit roles and practices to assess risks daily to ensure that children's health and safety are paramount.

What does the setting need to do to improve?

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

- build on staff's knowledge of how to use their interactions to extend children's thinking skills.

Setting details

Unique reference number	2549319
Local authority	Cheshire West and Chester
Inspection number	10239083
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 4
Total number of places	71
Number of children on roll	105
Name of registered person	The Stables Nursery School Ltd
Registered person unique reference number	2549318
Telephone number	01925 730055
Date of previous inspection	5 April 2022

Information about this early years setting

The Stables Nursery School Ltd registered in 2019 and is situated in Lower Whitley, Warrington. The setting employs 16 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, one holds a qualification at level 4, seven hold qualifications at level 3 and two hold qualifications at level 2. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Liz Dayton

Inspection activities

- The inspector discussed any continued 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 manager took the inspector on a learning walk and explained the intentions for children's learning.
- 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.
- 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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