

Inspection of Welcome Nurseries @ Catterick Garrison (registration until: 04 Nov 2022)

The Old School, Hipswell, Catterick Garrison, North Yorkshire DL9 4BB

Inspection date: 6 October 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the nursery and quickly seek out their friends to play. They are safe and secure in the care of staff, who know them well and are attentive to their individual needs. Babies confidently crawl through tunnels and say 'Boo' to staff waiting for them at the other end. They pull themselves up to standing using toys and furniture. Babies have lots of opportunities to develop communication skills. They push buttons and shake toys to make sounds, they sing songs and listen to stories. Staff supervise children well to keep them safe.

Staff plan and implement a broad curriculum that focuses on children's interests and what they need to learn next. All children make good progress and attain a wide range of skills and knowledge that prepare them well for their future learning. For instance, two-year-old children learn how to care for the nursery guinea pigs. They learn new words, such as 'Nuggets'. Staff ask children questions that prompt them to think about the weather. Children understand that when the trees are moving, it is probably windy outside, and they might need to wear a coat.

Children behave well because they are engaged in stimulating activities that spark their interest. Staff gently remind them of rules and the consequences of what might happen if they ignore them. For example, pre-school children know they might hurt themselves or someone else if they run indoors.

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

- The management team has a clear vision for the future of the nursery. They have recently made changes to the play environment and how they plan for children's learning. Managers fully promote staff's well-being. They provide them with a wide range of professional development opportunities to extend their knowledge and skills. The manager completes regular supervision meetings with staff and observes their practice. She is aware of staff's strengths and areas where they can improve.
- In general, key person arrangements are effective. Children quickly form strong bonds with staff, which supports their emotional well-being. They enjoy play-and-stay sessions with their parents, where they soon become familiar with the nursery and staff. Staff work well as a team. Good communication between them means that information about children's needs and learning is shared. Key persons monitor children's progress successfully to identify children's strengths and any areas where they need additional help. However, staff do not always share information with parents and other professionals effectively to promote continuity for children with special educational needs and/or disabilities.
- Overall, staff plan the learning environment well. Children enjoy a good balance of child-led and adult-led learning. Two-year-old children take part in small-

group activities, where they develop their social and communication skills. They sing 'Good morning' to each other and say 'Hello' to their friends. This prepares them for more focused learning in the pre-school room. Staff praise them for joining in. Pre-school children enjoy lively story sessions and discussions. However, staff do not always consider how to minimise noise and distractions for children who are receiving additional support with their learning. As a result, during one-to-one sessions children are not able to listen and concentrate well and fully benefit from their focused activities.

- Children develop good mathematical and literacy skills. Staff introduce toddlers to early mathematics as they count one to six. Pre-school children demonstrate how they estimate using groups of objects, and know what number comes next in a sequence. Children begin to understand quantity and measure when they pour water or dry sand into different-sized containers. All children enjoy listening to favourite stories and rhymes. They have access to a wide range of books and readily choose them to read with staff. Babies and toddlers use paint to make marks and older children are beginning to write letters and numbers.
- Staff support children to begin to manage their feelings and behaviour. Older children delight in the role of 'classroom helper' and take their responsibilities seriously. For example, they complete risk assessments in the outdoor area with staff before other children go out to play.
- Parents speak highly of the staff and about the care and learning their children receive. They say the nursery has a homely feel and staff promote a sense of community. For example, the play-and-stay sessions give parents and children who are new to the area a place to meet. Children enjoy nutritious home-cooked food that is prepared by the nursery cook. Parents appreciate advice and guidance from staff, for example, when teaching children to use the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The manager organises staff effectively to keep children safe. Staff complete risk assessments to check that all areas of the nursery are safe for children to use. They keep an accurate record of any accidents that children have and inform parents. All staff have a good understanding of how to protect children and the procedures to follow if they identify any concerns about a child or an adult. Leaders follow robust recruitment procedures to check staff's suitability. The manager places a strong focus on supporting children's, parent's and staff's well-being. She is fully aware of the added challenges of parents and partners being deployed.

What does the setting need to do to improve?

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

- minimise noise and distractions for children who are receiving additional support

- with their learning, so that they are able to listen and concentrate more easily
- strengthen partnerships with parents and other professionals to share information more effectively and enhance the support for children with special educational needs and/or disabilities.

Setting details

Unique reference number	2620758
Local authority	North Yorkshire
Inspection number	10257652
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 8
Total number of places	124
Number of children on roll	91
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01748 830834
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries @ Catterick Garrison registered in 2020. The nursery employs 12 childcare staff. It opens all year round, Monday to Friday from 7.30am until 6pm. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Nicola Dickinson
Jane Tucker

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- Children spoke to the inspectors about activities they enjoy when they attend the setting.
- The inspectors considered parents' feedback and discussed working with different families with the manager and staff.
- The inspectors observed teaching. They talked to the staff about their well-being and opportunities for professional development.
- The inspectors carried out a joint observation of a group activity with the manager. They observed staff practice and held discussions with staff members about the work that they do.
- The manager and the inspectors completed a learning walk together. They discussed the curriculum and how the manager and staff organised different aspects of learning.

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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