

Inspection of Ready Steady Go Nurseries

14c St Marys Street, Newport, Shropshire TF10 7AB

Inspection date: 14 October 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

Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this nursery. They confidently play alongside their friends and make choices about where they play. For example, toddlers indicate to staff that they would like to go upstairs to the role-play room to continue a favourite activity. Some pre-school children put their outdoor shoes on quickly so that they can enjoy making marks on the outside play surface using chalks. Others choose to stay indoors and squeeze, squash, roll out and press pinecones into the home-made play dough.

Children enjoy the good attention of staff. They organise the routine well so that children are involved and engaged in play. Staff encourage children to work together to build sturdy castles in the large, outdoor sandpit. Children skilfully use a variety of tools to sculpt and model the sand into the right shape. They solve problems when the castle starts to crumble and promptly decide to fix this by patting the sand so that it is compact. Children learn to take turns while using the wheeled toys outside and discuss who will go next on a favourite tricycle.

Children make good progress across all areas of learning. The curriculum is clear, and leaders value the benefit of external experiences through frequent visits out in the community. This helps children to understand their world. Children enjoy rich, child-led play opportunities in every area of the nursery. These blend with group times where children and staff come together for a short, focused activity.

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

- Leaders reflect on practice to ensure their intention for the curriculum remains strong and focused. They are passionate that children learn best through experience, both in the community and in the wider world. This threads through the nursery ethos and vision. For example, children frequently go on trips out into the local area to a variety of interesting places. They experience other cultures through their play as they dress up in Indian dress and serve coloured rice to their friends in authentic Indian serving dishes.
- Staff know how children learn and develop. This helps them to provide appropriate, exciting, interesting and engaging activities for all children. They recognise the importance of sensory and experimental play. For example, toddlers sprinkle the flour into bowls, squeeze bottles filled with water and mix these ingredients together, using their hands to make dough.
- Staff share close relationships with children. They know them well and understand what they can do. They observe children closely and interact positively with them as they play. This means that they know about children's favourite activities and interests. They use this knowledge to successfully plan what children need to do next. Leaders and staff know where to access help

from other agencies if they need to.

- Partnerships with parents are strong and effective. Parents say that staff inform them about their children's development and that nothing is too much trouble when meeting children's needs. They are pleased with the information they receive from the nursery. This reassures them that their children are happy and settled.
- Toddlers hear a range of familiar and unfamiliar words, as staff comment on what they are doing in activities. For example, they provide a commentary as children 'squash' and 'squeeze' the dough. However, this teaching skill is not always used by all staff. This means that not all children hear new and different words.
- Children access books occasionally when they pick one up off a table or from a display. However, staff do not routinely ensure books are always easy to access or inviting to look at. This means that children's enjoyment of books is not always supported well.
- Opportunities for children to develop physical skills are frequent and thoroughly enjoyed. For example, a game of 'What's the time, Mr Wolf?' has children running excitedly to all corners of the outdoor area. Children challenge themselves as they climb and balance on climbing equipment in the garden room. They cut up banana at snack time and pour their own drinks. This all helps to ensure that children's large- and small-muscle skills develop well.
- Children are independent and confident as they hand out cups and plates at snack time. They offer fruit and toast to their friends and clear away any spillages and crumbs promptly. There is a buzz of conversation at snack time and lunchtime as children chat to each other and to staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are committed to safeguarding the children in their care. They ensure that training is completed regularly, and they question staff frequently. This helps to ensure that staff have a good knowledge and understanding of what to do if there is a concern about children and families. Staff describe how they would support children who may be at risk of extreme views and behaviours. They know children well, and this means that they are able to quickly identify a concern. Staff supervise children well and undertake thorough daily safety checks. Children remind each other of simple rules, such as that wheeled toys are limited to one area in the garden. This helps children to begin to think about keeping themselves safe.

What does the setting need to do to improve?

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

- enhance teaching skills so that children consistently hear new and different words
- support staff to consider ways to make books more easily accessible and inviting to help further encourage children's early reading skills.

Setting details

Unique reference number	2570851
Local authority	Telford & Wrekin
Inspection number	10250861
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	1 to 4
Total number of places	32
Number of children on roll	41
Name of registered person	Porter & Roberts Partnership
Registered person unique reference number	2570850
Telephone number	07931190803
Date of previous inspection	Not applicable

Information about this early years setting

Ready Steady Go Nursery registered in 2020. It is situated in Newport, Shropshire. The nursery employs 6 members of childcare staff. Of these, 4 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, for 50 weeks of the year. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents and took account of their views.

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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