

Inspection of Nurture Childcare

Nurture Childcare at M Club, Lyme Drive, Newcastle Road, Newcastle under Lyme,
Staffordshire ST4 6NW

Inspection date: 4 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and excited to come to nursery. They smile and peer through the glass in the entrance door as they arrive and are warmly welcomed by staff. Children enjoy secure and caring relationships with staff. Babies seek out familiar adults for cuddles and reassurance. Toddlers keep staff in view as they confidently explore the indoor and outdoor space. Pre-school children independently access the range of inspired learning opportunities chosen to develop their skills and knowledge.

Communication and language development are a priority across the setting. Staff talk and sing to children and there is a general pleasant sound of children and staff communicating with each other. For example, babies reach for favourite books and enjoy cuddles while staff read to them. Toddlers dance along to favourite nursery rhymes as staff sing. Pre-school children seek staff out to read a favourite story to them, which they do in a very animated way.

Children enjoy a broad range of activities and experiences in a routine which focuses on child-initiated play. They have time to become involved in what they choose to do and are keen and independent learners. Children enjoy opportunities and activities which support development in all areas of learning and progression of skills over time. For example: babies press and squeeze sponges; toddlers squeeze sponges to transfer water from one container to another; and pre-school children squeeze sponges to wash up their dishes after lunch.

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

- Leaders are passionate about their vision for the nursery. Staff enjoy regular training to support their interactions with children. Leaders support staff to develop knowledge of the Montessori approach to support consistency in teaching. However, this is not yet fully embedded into the curriculum.
- Staff know children well and they meet their needs because they have a secure knowledge of child development. They highlight any gaps in development and plan activities to help children make progress. They observe children with special educational needs and/or disabilities to ensure interventions are successful. Leaders and staff seek advice from partner agencies, and this helps to secure more specialist support.
- Staff interact with children and generally use good teaching skills to extend learning. For example, as babies reach for and pick up wooden rattles, staff comment 'shake, shake, shake'. Staff ask, 'Can you hear the noise,' as babies listen to the sound the rattle makes when they move it around.
- Children learn about their world as they enjoy planned activities. For example, pre-school children talk about the life cycle of plants in a small-group activity led

by pre-school staff. They recall things they know as they name plants and talk about why plants need sunshine to grow. Staff share knowledge with children, and this helps to keep them interested in the activity for some time.

- Leaders have been successful in recruiting qualified staff to work alongside apprentices. They work together to support their well-being. For example, staff receive regular incentives. Supervision and appraisal ensure that staff have opportunity to talk about their own development needs. However, there is scope to strengthen professional development to build on teaching and enable staff to share their views.
- Parent partnerships are strong. Parents appreciate daily feedback about children and comment that their children are happy to come into the nursery. Leaders and staff provide extra advice and support to parents to support sleep, healthy eating and child development. Leaders are motivated to provide an even wider range of information and support for parents, which helps to build on already good partnerships.
- Children's independence and physical skills develop well. For example, babies challenge themselves as they climb and crawl across the low-level wooden blocks. Toddlers manoeuvre the wheeled toys around the outside space and begin to walk with increasing confidence. Older children climb the challenging outdoor climbing equipment with skill.
- Children enjoy healthy meals and snacks. Older children use utensils with skill to serve themselves at lunchtime. Toddlers use spoons alongside staff to serve themselves fish pie and vegetables. Babies develop self-feeding as they reach for and hold finger food at snack time.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibility to keep children safe. They make sure that their knowledge of safeguarding is up to date. For example, they attend training on a regular basis. Staff know about signs and symptoms of abuse and how to report any concerns. They are aware of the signs that would show that a child or colleague is at risk of radicalisation or extremism. Staff carry out checks daily, and this helps to ensure that the space used by children is safe and secure. Staff-to-child ratios are met, and staff communicate effectively between themselves so that children are supervised well. Leaders ensure that all their staff, including apprentices, hold a paediatric first-aid qualification. This helps them to keep children safe in the event of an accident or medical emergency.

What does the setting need to do to improve?

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

- strengthen professional development to build on teaching and enable staff to

share their views

- further embed the curriculum so that it is consistently delivered across the staff team.

Setting details

Unique reference number	2628527
Local authority	Stoke-on-Trent
Inspection number	10218152
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	60
Number of children on roll	91
Name of registered person	Nurture Childcare Ltd
Registered person unique reference number	2628525
Telephone number	07708781786
Date of previous inspection	16 December 2021

Information about this early years setting

Nurture Childcare registered in 2021. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above. The nursery operates 51 weeks of the year. Sessions are available Monday to Friday from 6.45am until 7.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

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 spoke with staff, parents and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery leaders.
- The inspector looked at a range of relevant documentation and evidence of the suitability of staff working in the nursery.
- The manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.
- The inspector observed the quality of education during activities and assessed the impact this has on children's 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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