

Inspection of Elmhurst House Day Nursery

Elmhurst House, 11 Margaret Street, STONE, Staffordshire ST15 8EL

Inspection date: 21 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this welcoming nursery. They form close bonds with their key person and staff. As a result, children are happy and settled. The learning environment is carefully planned to capture children's curiosity and to build on their individual interests and experiences. Children benefit from a good balance of adult-led and child-initiated activities. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.

Children's behaviour is good across the nursery. They develop an understanding of what behaviour is expected of them and how to follow instructions. For example, older children line up when it is time to go outside to play. Children benefit from new experiences to broaden their understanding of the world around them. Staff link outings to the curriculum to enrich children's experiences. For example, children enjoy visits to the local train station following their displayed interest in trains.

Staff are caring, attentive and swiftly tend to children's individual needs. Babies enjoy cuddles when they become tired or upset and staff use gentle words to soothe them. This helps babies to feel content and emotionally secure. Toddlers snuggle up to staff as they look at books together and enjoy singing along to familiar nursery rhymes. Older children enjoy circle time, where they share their home experiences, such as the places they have visited on holiday. This helps children to feel valued and have a voice at the nursery.

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

- The manager is passionate about providing children with the best possible care and education. She is 'hands on' and is a good role model for staff, offering help and guidance. Staff benefit from professional development opportunities to help continuously raise their knowledge and skills.
- The manager and staff work closely with specialist professionals to help understand how to best support children to achieve their individual targets. The manager uses additional funding effectively to target areas of learning where children need it most. She has established links with Reception class teachers from the local primary schools and shares relevant information, which helps to aid smooth transitions and ensure children are ready for the next stage in their education.
- Parent partnerships are strong. The manager and staff communicate daily with parents through a variety of methods, such as through online learning journeys and face-to-face feedback. Written testimonials from parents are highly complimentary. Parents state that their children are extremely well cared for,

make good progress and thrive.

- Communication and language are promoted well across the nursery. Staff working with babies and toddlers introduce new words and provide a narrative to their play. Staff working with older children ask questions that help children to think for themselves, and develop the confidence to express their thoughts and ideas. However, staff do not consistently recognise opportunities as they arise in children's play to build on what they already know and can do and help them make the best possible progress.
- Staff provide opportunities for children to develop an awareness of diversity and the wider world. For example, children learn about festivals and cultures that are different from their own through craft activities, food tasting and discussions.
- Children benefit from daily opportunities to play and exercise in the fresh air. Older children have lots of fun as they take part in circle games that help to strengthen their balance, movement and coordination. However, staff do not make the most of opportunities to help children to understand and explore the effects that exercise has on their bodies and the value of following a healthy lifestyle.
- Staff provide children with opportunities to develop their early writing skills. For example, babies enjoy the sensory experience of using their fingers to make marks in sand. Toddlers strengthen the small muscles in their hands as they squeeze, poke and roll dough to make a 'sausage shape'. Older children use pencils with increasing control to colour in worksheets.
- Staff help to develop children's understanding of hygiene. For example, older children enjoy learning how washing their hands with soap and water prevents the spread of germs. Children enjoy the responsibility of carrying out small tasks, such as helping to hand out cutlery at mealtimes. Staff further promote children's independence and confidence by giving them lots of praise and encouragement.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities in safeguarding children. They know how to identify the signs and symptoms that may indicate a child is at risk of harm. Staff are confident in what to do if they have concerns over the welfare of a child or the conduct of a colleague. They are aware of wider safeguarding concerns, such as the 'Prevent' duty. The manager follows a rigorous recruitment process, ensuring the ongoing suitability of staff working with children. Staff carry out daily checks to ensure the premises are free from hazards to ensure the safety of children.

What does the setting need to do to improve?

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

- support staff in strengthening their skills to enable them to consistently extend children's learning to the highest level
- make the most of opportunities for children to understand and explore the effect that physical exercise has on their bodies, as part of following a healthy lifestyle.

Setting details

Unique reference number	EY470198
Local authority	Staffordshire
Inspection number	10276455
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	90
Number of children on roll	90
Name of registered person	Elmhurst House Pre School Limited
Registered person unique reference number	RP533128
Telephone number	07837006006 01785817400
Date of previous inspection	17 July 2017

Information about this early years setting

Elmhurst House Day Nursery registered in 2013 and is located in Stone, Staffordshire. The nursery employs 20 members of child care staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 5, and two hold qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager and the inspector completed a learning walk together and discussed how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023