

# Inspection of Blue Skies Private Day Nursery

184 Crewe Road, Alsager, STOKE-ON-TRENT ST7 2JA

---

Inspection date: 3 May 2023

---

## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The nursery is a happy and safe environment for children. The new manager has created stability and made improvements. She has also enabled greater learning opportunities for children than previously. This has helped children to have a more positive attitude to learning. The manager and staff work well as a team. They have introduced a curriculum which is helping children to gain lots of knowledge and skills. This is most notable in their communication and language. However, the curriculum is not fully embedded, which means some children do not achieve as well as they could.

Despite gaps, children are beginning to benefit from some exciting opportunities that help them to become curious and inquisitive learners. For example, pre-school children experience the joy of holding and feeding baby lambs. Toddlers and babies develop confidence as they approach and stroke the lambs with gentle hands. These meaningful experiences help children to respect and care for living things. However, opportunities to learn about the wider world, such as similarities and differences between themselves and others, are not as strong. This does not help children to understand what makes them unique and appreciate the diversity of life in modern Britain.

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

- The leadership and management team knows the quality of provision is not good enough. However, the new manager has made some rapid improvements in a short space of time. She has embraced outside help, such as support from the local authority advisers. This is helping most staff understand what children need to achieve and in what order. As a result, children are beginning to acquire more knowledge and skills.
- The manager knows more support is needed, so that all staff are confident to teach the curriculum. At present, there is some variability in staff practice. For example, some staff are not clear on what children need to learn. As a result, activities are not consistently planned with focused learning intentions. This affects how well some children learn.
- Since the previous inspection, staff have completed lots of training. Staff have used knowledge from training to make a difference. For example, they now use effective questioning techniques, such as asking open-ended questions, to help children think, listen and respond. Staff model words clearly and also help to widen children's vocabulary by introducing new words in the correct context. For example, as children enjoy the story about a hungry caterpillar, they learn exciting words, such as 'cocoon'.
- Children are well behaved and are beginning to learn the routines. They arrive happily and remove their dummies without any hesitation. This approach is

positively encouraged by staff, so that children are ready for a busy day of chatter. This is evident in practice. For example, as the babies and toddlers venture to the park to feed the ducks, they sing 'Five Little Ducks'. They also name what they see on route, such as dogs and a 'purple flower'. Children's communication and language are developing very well.

- Children eligible for additional funding through the early years pupil premium get the support they need. For example, funding is used to give disadvantaged children additional sessions. This helps to provide continuity in their learning and gives them the additional help they need to succeed.
- Aspects of children's personal development are promoted well. For example, all children are now assigned a key person, which helps them to forge positive relationships with a familiar adult. However, children have limited opportunities to develop positive attitudes about differences. For example, children do not learn about cultures, religions, families and communities that are different to their own. This limits opportunities for them to develop a greater awareness of the wider world.
- Partnership with parents has greatly improved. Staff keep parents abreast of their children's development and progress via the online app. They also share ideas with parents to help encourage their children to talk at home. Parents are very positive about the nursery and the 'massive' improvements made. The view of one parent was that staff 'focus more on the children'. This view is also shared by staff. They are excited about the curriculum and understand the important role they play in promoting children's early education.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety is fully assured. Staff are knowledgeable on child protection matters and understand the procedures to follow if they have any concerns. They are also aware of issues, such as domestic abuse and the impact this has on children. As such, one member of staff takes the lead for 'operation encompass'. This involves close partnership working with the police, to help ensure that children affected by domestic violence get the support they need. Leaders and managers monitor children's attendance, which promotes children's safety. It also ensures that children in receipt of government funding receive their full entitlement of early education.

## What does the setting need to do to improve?

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

- help staff to further improve their knowledge and expertise in supporting all children's individual learning
- embed all aspects of the curriculum to help children further develop their

knowledge and skills

- provide opportunities for children to learn about similarities and differences between themselves and others.

## Setting details

<b>Unique reference number</b>	EY343285
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10266592
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	31
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Woodcock, Sheridan
<b>Registered person unique reference number</b>	RP512852
<b>Telephone number</b>	01270 883893
<b>Date of previous inspection</b>	15 November 2022

## Information about this early years setting

Blue Skies Private Day Nursery registered in 2007. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery employs nine members of childcare staff. Of these, seven hold an appropriate early years qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tricia Graham

## 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 managers and inspector completed a learning walk around the nursery.
- The inspector observed children and staff indoors, outdoors and on a walk to the duck pond.
- Meetings were held between the inspector and leadership and management team.
- The inspector considered the views of parents through face-to-face discussions and a telephone call.
- The manager and inspector carried out a joint observation.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector viewed a sample of documentation, including staff suitability checks.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023