

# Inspection of Thriving Futures Day Nursery

Gower House, 17 King Street, Newcastle under Lyme, Staffordshire ST5 1JF

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Inspection date: 5 May 2023

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

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

### The provision is good

Secure routines help all children to feel safe, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. For example, children use visual pictures to select how they would like to greet their key person, such as with a 'hug' or a 'wave'. This strengthens children's positive relationships with others, and they settle quickly. Staff use real objects as reference to help children to learn what is happening in their day. For instance, they show children a real nappy and say, 'It is nappy time'. This supports children to make choices about their personal care routines.

Children are happy and extremely sociable. They politely ask if their peers can share their resources. This encourages children to invite others into their play to discuss their ideas for learning. For example, children talk about why their water is changing colour. They say, 'The lavender is making the water turn purple'. This shows how children enjoy sharing their experiences, and they learn together.

Staff encourage children to be confident, independent learners. For example, they remind toddlers of how to safely walk when crossing the car park. This promotes their future success. Children receive large amounts of praise for their achievements. For example, older children are presented with a letter from the king to thank them for their participation in the coronation celebrations. This positively contributes towards children's positive behaviours and self-esteem.

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

- Leaders demonstrate a clear vision for what they want all children to learn. This is evident through their values, policies and staff practice. Improvement plans ensure that the setting continues to grow, including plans for staff's ongoing and individual professional development. For instance, regular observations and monthly training opportunities help staff to build on their confidence and knowledge of their roles.
- The curriculum is designed to provide all children with new experiences. Staff record these activities in a 'moments and memory' book to reflect on children's learning and build on what children know and can do. For example, staff arrange for an author to talk to the children about the stories that they have written, and children extend their language and literacy skills as they visit the local community library. This means they develop good knowledge and understanding of the world, people and communities.
- Partnerships with parents and carers are good. Staff gather information from parents to learn about children's cultures, languages and backgrounds. They use this information, alongside observations and assessments, to plan individual children's next steps. Parents have opportunities to contribute towards their

children's ongoing learning and experiences. For example, parents vote for what healthy meals they would like to see on the menu. This positively contributes towards children's good progress.

- Children with SEND are well supported. For example, there are systems in place to identify and help those children who are at risk of falling behind in their learning. Efficient leaders and staff care deeply about children's outcomes. They work collaboratively with external professionals, such as the local authority coordinators, to create targeted plans. This helps to break down barriers in children's learning and improve their situations.
- Children choose from a wealth of activities and resources to enhance their own learning. This promotes their engagement in the activities they enjoy. For example, babies demonstrate a can-do attitude as they use a spoon to scoop up the water and fill a cup. Furthermore, toddlers demonstrate persistence as they practise their scissor skills. However, adult-led activities are not always organised well. For example, some children wait too long before they can have a turn. As a result, these children become slightly disengaged in their learning.
- Staff act as good role models to children. They listen when children talk and value what they say. Staff encourage children's conversations, and together they recap prior experiences. However, staff do not always identify opportunities to fully extend children's learning, including their understanding of mathematics. For example, when children use weighing scales, staff do not extend their teaching to fully build on children's knowledge of number, weight and measure. This does not consistently promote children's understanding of mathematical concepts.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of child protection. They review local authority newsletters and attend training to strengthen their understanding of local threats to children. Staff actively conduct lockdown drills with children to practise procedures in the event of a threat. Risk assessments are in place, indoors and outdoors, to ensure children learn and play in a suitable and safe environment. Staff wear a lanyard displaying relevant contact details to ensure they can refer any concerns about a child's welfare in a timely manner. They are aware of the signs and symptoms of abuse, including differing cultural practices, radicalisation and online dangers.

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

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

- build on the organisation of adult-led activities to ensure that children do not have to wait for extended periods, to promote their ongoing engagement

- strengthen teaching to provide children with more opportunities to expand their knowledge and skills further, including the use of mathematics.

## Setting details

<b>Unique reference number</b>	2619413
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10285675
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	27
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Thriving Futures Ltd
<b>Registered person unique reference number</b>	2619412
<b>Telephone number</b>	07857888764
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Thriving Futures Day Nursery registered in 2021. It is situated in Newcastle-under-Lyme, Staffordshire. The setting operates from Monday to Friday, 7.30am to 6.30pm, all year round, except for bank holidays and one week at Christmas. The provider employs nine members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3 and above, including the manager, who holds a qualification at level 6. The setting is in receipt of funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mikaela Stallard

## Inspection activities

- This was the first routine inspection the setting 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 provider and the inspector completed a learning walk. The provider explained their curriculum and what they want their children to learn.
- The inspector carried out a joint observation with the provider.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the provider, manager, staff and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and emails.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.
- The provider, who is also the special educational needs coordinator, spoke to the inspector about how they support children with SEND.

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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