

Inspection of St Cuthberts Old School Nursery

Councillor Lane, Cheadle, Cheshire SK8 2BY

Inspection date: 27 June 2023

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

What is it like to attend this early years setting?

The provision is good

Staff place children at the heart of everything they do in this nursery. Children build strong and supportive bonds with their caring key persons. Staff understand the children's personalities and what makes them unique. Children run into the setting with confidence and enthusiasm, ready to start their day. Staff demonstrate exceptional skills to ensure that all the children feel happy and secure. Children settle quickly. They are kind and considerate towards their peers. Children share and take turns as they work together to build a tall castle. Older children help younger children as they climb on the outdoor climbing frame.

Nurturing staff model to children how to be kind and respectful. Children learn how to be caring and thoughtful of each other's feelings. Children benefit from a range of experiences. They are encouraged to explore the world around them through their senses. For instance, they learn about sea creatures as they splash around in the water. From planting seeds and plants in the garden, the children have grown their own strawberries to taste. When children need a calming space, they have the opportunity to regulate their emotions in the sensory room. Children are making good progress in all areas of their learning and development.

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

- Leaders create a reflective ethos within the nursery. For example, staff regularly reflect on each other's practice to evaluate how they could further enhance experiences for children. Training opportunities for staff to improve their skills are vast and staff embed what they have learned into the setting. This helps staff to continuously improve outcomes for children.
- Children flourish in a language-rich environment. Staff teach children new vocabulary and support them to recognise and read well-known signs. They ask children thought-provoking questions. For instance, when staff observe children persevering to try and make an object float, they use this opportunity to encourage children to think critically and problem-solve. This supports children to develop positive attitudes towards their learning.
- Staff promote equality through rich experiences. Parents say that children beam with excitement about their nursery celebrating the same cultural celebrations as they do at home. Staff take the time to get to know children's families and learn about their home lives and cultures. They are highly considerate of children's views. Staff expertly model care and respect, and children mirror what they are observing. Children are well prepared for the wider world.
- Staff support children's knowledge of mathematics. For example, they promote children's understanding of size by comparing trains of different lengths. Staff count with children as they scoop up soil in the garden or build with bricks. Children confidently work out how many objects there are when another one is

added or taken away. Children develop their understanding of early mathematical concepts.

- Staff use every opportunity to support children's emotional development. They have created an environment where children feel safe and secure to express themselves. Children communicate their emotions, and the staff spend time talking to the children about how this makes them feel. Children are developing their confidence and resilience effectively.
- Children show pride in their achievements. The leaders have created books for children where they can choose which arts, crafts and photos they want to display. Children's faces light up as they share these with their friends in the book corner. This helps children develop a sense of belonging.
- Staff encourage children to engage in group activities to prepare them for school. Children sing and dance to music. They eagerly sit down as a group to listen to stories. However, on occasions, experiences last too long and children become disengaged from the learning intention. This does not always support children to develop high levels of involvement.
- In the main, the implementation of activities for children is good. Staff provide experiences to explore the children's interests. However, planned activities sometimes focus more on the learning outcomes for the children as a group, rather than the individual children. On occasions, this does not incorporate children's specific next steps to help them build on past experiences.

Safeguarding

The arrangements for safeguarding are effective.

The provider failed to notify Ofsted of a change in trustees. This is a breach of the statutory requirements. However, there is no impact on the safety of children. The trustees do not have any contact with children and have all been subject to a Disclosure and Barring Service check. On the day of the inspection, the provider took swift action to begin to rectify this. For staff working with children there are robust vetting procedures in place to ensure that they are suitable to work with children. Staff have a good understanding of child protection and the procedure to follow if they have a concern about a child's welfare. All staff are trained in paediatric first aid. This ensures that staff know what to do in an emergency.

What does the setting need to do to improve?

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

- help staff focus more precisely on individual children's next steps when planning experiences for children
- review the organisation of group times to ensure that children's attention is fully engaged throughout.

Setting details

Unique reference number	EY481916
Local authority	Stockport
Inspection number	10264913
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	32
Number of children on roll	36
Name of registered person	St Cuthbert's Old School Nursery CIO
Registered person unique reference number	RP534013
Telephone number	016142887682
Date of previous inspection	29 June 2017

Information about this early years setting

St Cuthberts Old School Nursery registered in 2015 and is located in Cheadle. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The nursery opens on Monday and Wednesday from 9am to midday and on Tuesday, Thursday and Friday from 9am to 3pm, term time only. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Valek

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 viewed the provision and discussed the safety and suitability of the premises.
- The leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with one of the leaders.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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