

# Inspection of Gelston Manor Day Nursery

Gelston, Dawson Lane, Chorley PR6 7DT

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Inspection date: 13 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children embrace the range of learning experiences on offer at this nursery. They talk about the dance and French lessons that they have experienced. Children giggle as they run from tree to tree in the wooded area and pretend to be sailing in a boat. Children remember what they have been taught and make links in their learning. They notice the feel of the rain on their cheeks and say, 'It is cold like a fridge.' Children predict that their hats will become heavy if they get wet. Babies shout, 'Wow!' as they observe water pouring through a funnel. Toddlers talk about the colours of the flowers in a vase as they eat their lunch. Children make good progress in all aspects of their learning.

Children are calm and settled. They are eager to enter the nursery and greet staff with wide smiles. Staff are kind, caring and respectful towards children. They seek permission from children before they assist them, such as during mealtimes and before changing their nappies. Children receive an abundance of praise and reassurance from the nurturing staff. Children are happy and feel safe.

Children understand the routines and rules that are in place. They follow these independently with minimal reminders from staff. Staff have high expectations of children's behaviour and model this consistently in their interactions. For example, staff say 'please' and 'thank you' when serving food to babies and support them to share resources. Children behave well.

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

- Leaders and staff are clear about what they intend for children to learn. They carefully consider how the environment that children play in, and the experiences that they encounter, can promote children's progress in all areas of their learning. Leaders support staff to plan learning experiences that promote the progress of all children. Children build on their knowledge and skills over time.
- Staff know children well. They consider children's individual needs when planning activities to ensure that they target children's next steps. Staff and leaders work collaboratively when planning how to use additional funding to support children's individual needs. For example, they purchase resources to help narrow any gaps in children's development and enhance their learning experiences. The individual needs of all children are met and understood.
- Leaders and staff value the positive partnerships they have with parents. They use a range of communication methods to ensure that parents are kept informed about their child's development and progress. Parents say that staff go 'above and beyond' to find out about their children's interests. Staff provide parents with ideas of how to extend their children's learning. Continuity of care

and education between home and nursery is effective.

- Children's communication skills are developing well. They are exposed to a wide variety of language and new vocabulary through songs, stories and conversations. Babies enjoy hearing staff sing songs and are keen to join in with the words and actions. Staff introduce words such as 'cavity' and 'chest' as they talk to children. They explain to children what the words mean and give children opportunities to use them in their play. This supports children to understand and consolidate the new vocabulary that they are hearing. Children make good progress in their language and communication.
- Children of all ages have many opportunities to develop their physical strength and coordination. Babies ride on tricycles, negotiating the space available. They skilfully balance as they use climbing equipment. Older children successfully kick footballs into the goal and jump in and out of tyres. All children make good progress in their physical development.
- Staff promote good hygiene practices and teach children how to take care of their bodies. Children enjoy long periods of time outdoors, where they benefit from fresh air and exercise. They notice their heart rate increasing after running and talk about the importance of drinking water. Children carefully wash their hands and say that it 'takes the germs off'. Children are developing their understanding of how to make healthy lifestyle choices.
- Children focus for long periods of time in self-chosen play. They develop their curiosity and creativity as they extend their ideas. However, in adult-led activities, staff do not always give children enough time to think and to share their ideas. Some children become less engaged and lose interest during these activities.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the environment is safe, secure and suitable for children. Staff ensure that children are supervised well and always within sight or hearing. Children are developing their understanding of how to keep themselves safe. For example, children explain to visitors about the importance of wearing sun cream. All staff receive regular safeguarding training and have a clear understanding of the signs that may indicate children are at risk of abuse. Staff know what actions to take if there are any concerns about children's welfare or about the conduct of a colleague. Children demonstrate that they feel safe through the secure attachments they have formed with the staff.

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

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

- strengthen staff's understanding of how to promote children's curiosity and

engagement in adult-led activities by giving them time to think and extend their own ideas.

## Setting details

<b>Unique reference number</b>	EY478797
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10298941
<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 5
<b>Total number of places</b>	88
<b>Number of children on roll</b>	113
<b>Name of registered person</b>	Buckshaw Bunnies Childcare Ltd
<b>Registered person unique reference number</b>	RP904373
<b>Telephone number</b>	01257 671 614
<b>Date of previous inspection</b>	4 April 2019

## Information about this early years setting

Gelston Manor Day Nursery registered in 2014. The nursery employs 29 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round, apart from bank holidays and Christmas holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Liz Dayton

## 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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