

Inspection of Nurture Nursery and Pre-School

62 Station Road, Marple, STOCKPORT, Cheshire SK6 6AL

Inspection date: 10 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 arrive at nursery eager to start their day. Staff form loving relationships with the children. Each time a member of staff enters a room, children beam with excitement as they run towards them for a cuddle. Staff create a sociable environment where children talk confidently about their experiences. Children feel safe and secure.

Children benefit from a range of experiences both indoors and outdoors. Young children develop their imaginations in the role play area as they pretend to make breakfast for their friends. Older children learn about sharing while building tall structures alongside their peers. They develop their listening skills as they join in with story time in the outdoor book area. Children are making good progress. They engage in self-chosen learning experiences throughout the day. They confidently explore the environment and select from the resources available to them. Staff enthusiastically support children's engagement in learning. For example, children laugh and smile as staff engage the children's recall skills to act out stories such as 'We're Going on a Bear Hunt'. Children are developing positive attitudes to learning.

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

- Staff support children's physical development. They develop children's hand-to-eye coordination through games involving bats and balls. Children confidently navigate their space on balance bicycles. They develop their small hand muscles as they use squirty bottles filled with water to put out their pretend campfire. Children are developing confidence in their physical skills.
- Staff promote mathematical development. Through everyday experiences, children develop their mathematical skills. For example, children count confidently as they collect cups from their friends after mealtimes. Children are progressing well in their mathematical development.
- In the main, the intent to develop children's communication and language is implemented effectively. Children develop new language and listening skills through engaging in songs and listening to stories. However, this is not consistently embedded. Some staff do not always encourage children to use their critical thinking skills by using thought-provoking questions or pronounce words correctly. This leads to children not consistently benefiting from high-quality interactions.
- Children behave well. Staff create clear and consistent routines. This helps children understand what is coming now and next and equips them to be able to regulate their behaviour. Staff support children's behaviour through positive reinforcement and modelling caring interactions. Children are developing their understanding of each other's feelings.

- Staff teach children how to look after their bodies. The nursery chef provides children with healthy and nutritious meals. Children are developing their understanding of keeping themselves safe. For instance, children tell staff that in summer they need to wear a hat and put sun cream on before they play outside. Children are developing an understanding of how to keep themselves healthy.
- Overall, children have opportunities to be independent. They make their own choices about the activities they engage in. However, this is not consistent throughout the nursery. For example, some staff help children who are capable of putting on their coats and shoes independently to do so. This delays children developing their self-care skills.
- Effective procedures support smooth transitions. Children's feelings are considered as they transition through the nursery. When children move to the next room, parents receive a welcome pack that they can share with their child, so they know what to expect. Parents express how supportive staff are at emotionally preparing their children for school. Children are well prepared for all transitions.
- Children develop skills from the world around them. All staff are passionate about children learning from their local community. Babies happily repeat 'duck' and 'park' in eager anticipation of their trip to the park. Older children visit the local food shops. Through these experiences, children are developing their vocabulary and their understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff have a good understanding of child protection procedures. All staff have recently undergone in-house child protection training. This helps make sure staff can take swift action should they have a concern about a child's welfare. Managers have recently been reviewing their recruitment and vetting procedures. This is to ensure the procedures are robust. From this review, they have made some changes. They now request additional information from individuals before they start at the setting. This helps ensure individuals are suitable to work with children. The provider has clear safeguarding policies in place, particularly in relation to electronic devices such as mobile phones, which are followed by staff. This helps ensure children are kept safe.

What does the setting need to do to improve?

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

- support staff to implement the curriculum for communication and language more effectively, to further benefit children's critical thinking and speaking
- encourage staff to consistently provide opportunities for children to develop their independence.

Setting details

Unique reference number	EY462802
Local authority	Stockport
Inspection number	10298924
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	150
Name of registered person	Nurture (Marple) Limited
Registered person unique reference number	RP904138
Telephone number	0161 427 9891
Date of previous inspection	17 August 2022

Information about this early years setting

Nurture Nursery and Pre-School registered in 2013 and is located in Marple, Stockport. The nursery employs 22 members of childcare staff. Of these, 15 hold an appropriate early years qualification at level 3 or above and one holds a level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Valek

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 the deputy manager.
- Parents shared their views of the setting with the inspector.
- 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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