

Inspection of Bowden House Day Nursery

30 Bowden Lane, Marple, STOCKPORT, Cheshire SK6 6ND

Inspection date: 2 August 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children enter the nursery ready to play and learn. They show that they feel safe and happy in the care of the familiar adults who greet them. Children get fresh air and exercise in the interesting outdoor spaces. Younger children find out that fresh herbs, such as mint, have distinctive smells and textures. This is because staff understand how children learn. They plant the herbs where children can touch them. Older children confidently explore the garden. They find and observe small creatures, such as ants. Staff help children to extend what they know. For example, children discover that some ants develop wings and fly away. Children make good progress in their learning.

The nursery is well organised. Daily routines are clear and children know the expectations for their behaviour at different times. For example, children feel encouraged to run about and be noisy outdoors. When children are indoors, they know that they are sometimes required to sit still and listen. Parents and carers say that they develop positive relationships with the nursery team and children's key persons. They particularly praise the sensitive support that helped children to settle back into nursery, after the COVID-19 restrictions were lifted.

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

- Children participate in varied activities. Staff are always on hand to support and extend children's learning during periods of self-chosen play. However, there are instances when staff do not know, precisely enough, what individual children are intended to learn as a result of participating in adult-led activities. This does not promote children's really swift progress.
- Leaders and managers are ambitious for everyone's achievement. They encourage staff to undertake accredited and other training. For example, staff in the baby room complete training that extends and refreshes their knowledge. This helps them to continuously improve the quality of play and interactions that babies enjoy and learn from.
- Children learn from books and stories every day. Toddlers are fascinated by pictures of sea creatures in a colourful book. They eagerly enquire what the creatures are called. Staff answer children's questions and this helps children to continuously extend their vocabulary. Pre-school children become deeply absorbed in looking at favourite books for extended periods. This is because staff show them that books are an endless source of information and pleasure.
- Children incorporate their existing knowledge about the world into their play. In the role-play area, children carefully iron clothes. This shows that they watch and learn from what adults do. Children playing outdoors say that they will 'look again (at the ants) at quarter past five'. This shows that they are beginning to understand that one purpose of numbers is to measure the passage of time.

- Managers and staff take account of advice from specialist professionals. This means that children with special educational needs and/or disabilities, benefit from multi-agency assessment and individual learning programmes.
- Overall, children's learning is sequenced effectively. For example, children move from using lidded cups in the baby room, to pouring their own drinks into beakers in the pre-school room. However, some learning is not sequenced appropriately. Staff's knowledge about how children learn to read is not fully secure. They sometimes plan activities that do not take the children's age and stage of development into account.
- Staff know the children well. They talk with them about newborn siblings and family holidays. They take children into the wider community and to a variety of activities. This promotes meaningful conversations about varied topics. It helps children to learn that they are unique individuals, who are valued members of the group.
- Parents feel involved in children's care and education at the nursery. Staff tell parents the title of the book of the week, so that they can acquire the book, or find an online version. This helps parents to continue children's learning at home. Staff share information about children's care routines, such as sleep times. This helps everyone to work together to promote children's well-being.

Safeguarding

The arrangements for safeguarding are effective.

Managers check that staff know and understand the nursery's child protection procedures. Everyone knows what to do if they believe that children may be at risk of abuse or neglect. Staff understand their responsibility to report any concerns about the behaviour of colleagues towards children. Staff work in partnership with parents to complete required records. For example, staff meticulously follow the nursery procedure for safely administering medication. Systems for recruiting and vetting staff are well developed and always followed. Staff know children's individual dietary requirements. They make sure that sleeping children are always supervised and regularly checked.

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 identify more clearly what children are intended to know, or be able to do, as a result of participating in adult-led activities
- train staff to understand how children learn to read, in order that the curriculum for literacy is more meaningful for children of all ages.

Setting details

Unique reference number	EY367058
Local authority	Stockport
Inspection number	10289419
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	66
Name of registered person	Bowden House Day Nursery Limited
Registered person unique reference number	RP905193
Telephone number	0161 426 0054
Date of previous inspection	24 November 2017

Information about this early years setting

Bowden House Day Nursery registered in 2008. The nursery employs 17 members of childcare staff. Of these, one member of staff holds a qualification at level 6, one holds a qualification at level 5, twelve at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

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 nursery.
- The manager and the inspector completed a learning walk of the nursery. They conducted one joint observation of practice. The inspector held meetings with managers as appropriate.
- The inspector observed activities. She spoke with staff and children during the inspection.
- Parents spoke with the inspector. She took account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked 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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