

# Inspection of St. Aidan's Day Nursery

Victoria Place, Carlisle, Cumbria CA1 1LY

---

Inspection date: 24 January 2024

---

## **Overall effectiveness**

**Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### **The provision is outstanding**

Leaders and staff show an outstanding commitment and dedication to providing a unique and holistic support system that fully wraps around each child and their families. The trusting relationships carefully established with parents directly impacts on children. They show they feel secure, at ease and safe in the nursery. This is evident as children are brimming with confidence and are absorbed in their learning.

Staff have the highest ambitions for all children, without exception. Children with special educational needs and/or disabilities (SEND) make superb progress, owing to staff's relentless pursuit of what each child can achieve. All children benefit from an exceptionally well-planned and delivered curriculum. Their learning is thoughtfully and coherently planned over time. This helps children to develop, consolidate and deepen their knowledge and skills for their future learning exceptionally well. Children make tremendous progress.

Staff focus especially well on giving children the skills they need to follow rules and boundaries independently. This is rooted in a firm understanding of why they are in place. Staff continuously check children's understanding to ensure these skills are embedded. This means children follow the rules instinctively and take ownership that they are followed by all. For example, they firmly tell the inspector to stand in the line as they wait to go outside, explaining that she needs to be counted.

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

- Leaders' curriculum intent acts as a golden thread throughout the nursery, embedded securely and consistently in all rooms. Staff have an in-depth understanding of what this means for their practice and the skills and knowledge children need to achieve. As a result, children consistently demonstrate their new and embedded learning and skills.
- Staff implement the curriculum for communication and language exceptionally well. The youngest children are exposed to a vast vocabulary where staff expertly narrate children's play using interesting and striking words to capture their interests. As children reach pre-school, they use their embedded language skills with confidence and precision. For example, they use superb describing words to talk about the shells they find in the sand tray. Children are skilled and creative communicators.
- The curriculum for literacy is highly effective. Children use books as staple enhancements to their play. They are seen finding a book they would like staff to read, collecting a cup of tea from the role-play area and sitting themselves down on a staff member's lap ready to enjoy the story. This successful promotion of a love of reading provides an excellent grounding for children's future

comprehension skills.

- The skills, knowledge and passion from the manager and the special educational needs coordinator, coupled with staff's dedication, are inspiring. Children with SEND, and their families, are provided with an entirely bespoke programme of support. Staff work tirelessly with other professionals, often prior to children starting, in order to create as smooth a transition as is possible. Staff go above and beyond, seeking every opportunity to support learning in new ways. Children with SEND are making huge leaps in their learning.
- Development of children's character, emotional health and independent thinking is wonderful. Staff highly value children's wants and needs, taking care to show they have listened, understood and will take action. Children share their views with the utmost conviction, safe in the knowledge they are respected and listened to.
- Staff successfully promote a thirst for learning in children. They respond with enthusiasm to children's ideas, igniting their imagination and motivation to know and do more. Children march with determination into the garden to find characters from 'The Gruffalo'. They seek out their own ways to connect their learning, such as finding costumes to wear that match their play ideas.
- Parents are highly valued as their child's most important educator. They are involved in all aspects of their children's learning, including working together with staff on assessments and next steps for learning. Parents are provided with a wealth of information, including specific ways they can continue learning at home. Children greatly benefit from the collaborative approach to their learning.
- Professional development of staff is highly effective. They receive a sustained programme of training that builds on their knowledge and skills over time, and staff carefully reflect on and discuss their learning. For example, following training in physical development, staff considered well how small details such as the clothing children wear may impact on how well they access the planned activities. Staff are skilled, confident and knowledgeable practitioners.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	501092
<b>Local authority</b>	Cumberland
<b>Inspection number</b>	10305550
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	43
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	St Aidan's Day Nursery Trustees
<b>Registered person unique reference number</b>	RP901726
<b>Telephone number</b>	01228 527483
<b>Date of previous inspection</b>	26 February 2018

## Information about this early years setting

St. Aidan's Day Nursery registered in 1990. The nursery is located in Carlisle, Cumbria and is open Monday to Friday from 8am to 6pm, 50 weeks of the year. In total, 20 staff work at the nursery, all of whom hold relevant qualifications. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katie Sparrow

## 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 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 spoke to the inspector about their time at nursery.
- 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 carried out joint observations of group activities with the 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024