

Inspection of University Of Chester - Kingsway Buildings Nursery

Kingsway, Newton, Chester CH2 2LB

Inspection date: 16 January 2024

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 enjoy spending time at this homely and nurturing nursery. Staff are always nearby to provide children with reassurance. This helps children to feel confident to explore the interesting activities within their environment. Staff create secure bonds with children. This helps children to settle quickly into the nursery routines. Children demonstrate that they feel safe and secure.

Staff plan activities that excite children into learning. For example, older children show high levels of engagement as they try to free the animal figures in the ice. Toddlers excitedly show staff and their peers the vegetables that they have found in the soil. Babies smile with delight as staff sing songs and share books with them. Children make good progress in their development.

Staff are positive role models. They help children learn how to share and how to take turns with resources from an early age. For example, older children work collaboratively to brush up during tidy-up time. Staff help children to be ready for learning. For example, staff remind children of the expectation of using their 'listening ears' before starting their music activity. Children listen attentively to staff's instructions, and they follow them well.

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

- Staff create a broad curriculum. They have a robust understanding of children's starting points and where children are up to in their development. Staff observe and assess children's learning effectively. They plan appropriate activities that help children make good progress in their learning.
- The curriculum for communication and language is strong. Staff hold meaningful conversations with children as they play. Individual plans are in place for those children who need a little extra support. Children are becoming confident communicators, and they are learning how to express their needs appropriately.
- Staff introduce basic mathematics within the routine. For example, they encourage children to count how many buttons they push when playing with fidget toys. However, the mathematics curriculum is not implemented consistently throughout the nursery. Staff do not always extend children's learning about numbers and other mathematical concepts effectively.
- Physical development is promoted well. Children have opportunities to balance and climb in the outdoor area. They ride around outside on balance bicycles and scooters. This helps to develop children's large-muscle movements. Children use knives to spread the butter and jam onto their sandwiches. Babies use spoons to transport flour into different pots. These opportunities help to develop children's small-muscle movements.
- The special educational needs coordinator makes prompt referrals to other

agencies. She follows advice from professionals and puts appropriate support plans in place. This helps children with special educational needs and/or disabilities make good progress from their starting points.

- The management team carries out supervision meetings with staff. Managers regularly observe staff's practice. The management team is proactive in seeking professional development opportunities that further support staff in their job roles. The manager prioritises staff well-being. Staff all comment on how valued and supported they feel in their roles.
- Parent partnerships are very strong. Parents comment on the good communication links between home and nursery. They are kept continuously updated about children's development. Parents are given a range of activity ideas to help them to continue learning at home. This helps to provide continuity in children's learning.
- Overall, children have opportunities to learn about the world. Managers invite visitors from various professions into the setting to share their expertise. For example, the local community police officer talked to children about his job. However, children do not have opportunities to broaden their understanding of cultural diversity and people, and their communities, who are different.
- Children learn about oral hygiene. The nursery provides healthy and nutritious food for children. The dentist visits the nursery to teach children how to brush their teeth. Children practise this skill as they put toothpaste onto toothbrushes and brush a model crocodile's teeth. This helps children learn how to look after their teeth.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- broaden children's understanding of people, and their communities, who may be different to themselves
- support staff to develop children's understanding of early mathematics through their play and activities further.

Setting details

Unique reference number	EY374291
Local authority	Cheshire West and Chester
Inspection number	10305182
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	40
Number of children on roll	46
Name of registered person	University of Chester
Registered person unique reference number	RP524129
Telephone number	01244 513 925
Date of previous inspection	14 February 2018

Information about this early years setting

University Of Chester - Kingsway Buildings Nursery registered in 2008. The nursery employs 10 members of childcare staff. All members of staff hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, for 51 weeks per year, excluding bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- This was the first routine inspection the pre-school 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Parents, staff and children shared their views with the inspector.
- 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 manager and the inspector carried out a joint observation of an activity and evaluated the effectiveness together.
- A sample of documentation was reviewed by the inspector.

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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