

Inspection of Cleeve Day Nursery

Home Farmhouse, 2 Cheltenham Road, Bishops Cleeve, Cheltenham,
Gloucestershire GL52 8NF

Inspection date: 15 February 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Providing high quality care and learning for all children is the aim of this nursery. Leaders and managers work with staff to embed a varied well-sequenced curriculum that supports children to develop their skills and knowledge. Staff form strong bonds with children and families. Where possible managers make sure siblings have the same key persons. Parents comment that this helps children new to the setting to settle extremely quickly as they already know the member of staff. Children form strong bonds with key persons and learn well from the outset.

Staff act as strong role models for children. They have consistent systems in place across all age groups to support children to be respectful of others. Pre-school children readily explain the different signs and rules for playing cooperatively together. For example, they know 'thumbs up' means they have done good sharing or taking turns. Toddlers know to 'use their words' or gestures to ask for help from staff if they encounter difficulties. In the baby room, staff focus carefully on what they want babies to learn as much as providing high quality care. Babies build on what they know and can do by abundant meaningful interactions from staff that support their all-round development.

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

- Staff watch what children are doing so they can plan appropriately for individual learning needs. They know children well and quickly notice when children might need extra support. Staff make sure they work closely with managers, children, parents and other professionals to put in place help to make sure children learn well. All children including those with special educational needs and /or disabilities make good progress from their starting points.
- Children love playing outdoors. Babies develop their physical skills as they kick and chase balls or climb on the 'pirate ship'. Toddlers have fun putting on hats and 'high vis' jackets as they scoop sand in diggers and use the tools to build their pretend houses. Older children show how they can balance along the blocks or climb in and out of the tyres. Others recall where they found 'wiggly worms' and go looking for them again the 'wooded' area.
- Children behave well. Staff use lanyards with picture cards to help children know what to do or how to ask for things. They use a 'now and next' board in each room that shows children what changes are going to be coming up. However, on occasion, staff do not communicate with each other as well as they could, for example at meal times staff start to set up tables and collect food for the younger children , while others try to encourage the children to help put toys away or ask them to sit down for song time. Some children are not sure what they should be doing, so continue playing.
- Staff interactions with children are good. They respond quickly to children's

attempts at communication. For example, staff working with the babies notice when babies hold out their hands for help in standing up. Toddlers copy words and name animals as staff help them complete tray puzzles. Staff working with the pre-school children ask questions and join in imaginative play. All staff use words, signs and gestures as well as providing time for children to think and respond. Children are becoming confident communicators.

- Children are curious, imaginative learners. Older children recall what ingredients they need to make play dough. They make connections between written numerals and quantities as they mix the ingredients together. Other children talk animatedly about stories they have read and show the books they have brought in for the nursery lending library. Some children have a tea party and invite staff to join them, asking what cake and drink they might like. Staff engage well with the children supporting them to play cooperatively and respect others.
- Leaders and managers work closely with staff and children. They recognise the pressures on staff and have put extra supports in place. For example, staff can talk with the mental health support manager or help themselves to treats from the wellbeing' basket in the staff room. All staff receive dedicated time to attend team meetings and continuing professional development opportunities. Apprentices have an in-house mentor and time for completing coursework. Staff feel managers value and respect them. This reflects on the way staff work with the children providing high quality support for children to achieve well.

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:

- make sure communication between staff working with the younger children during routine changes such as mealtimes helps staff and children know what they need to do.

Setting details

Unique reference number	EY470569
Local authority	Gloucestershire
Inspection number	10311998
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 5
Total number of places	80
Number of children on roll	109
Name of registered person	Safe Hands Childcare (UK) Limited
Registered person unique reference number	RP902734
Telephone number	01242 677778
Date of previous inspection	17 April 2018

Information about this early years setting

Cleeve Day Nursery registered in 2014 and is privately owned. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. There are 26 members of staff employed by the nursery. Of these, one holds an appropriate childcare qualification at level 6, two hold appropriate childcare qualifications at level 5, one holds a appropriate childcare qualification at level 4, 10 staff hold appropriate childcare qualifications at level 3 and four staff hold appropriate childcare qualifications at level 2. The nursery receives funding for the provision of free early education for children aged three and four years old.

Information about this inspection

Inspector
Anita McKelvey

Inspection activities

- This was the first routine inspection the provider 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 senior manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector spoke with the nominated individual and other senior managers 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 carried out a joint observation of a group activity for the pre-school children with the manager.
- 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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