

# Inspection of Ready Steady Grow

171 Elwick Road, Hartlepool, Cleveland TS26 9NP

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Inspection date: 13 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is good

Children are happy, safe and settled in the nursery. They form good relationships with the very caring and attentive staff. Staff know all children well and plan a curriculum around children's individual needs and next steps for learning. Staff also take account of children's interests when planning and adapting the curriculum. This helps children to make good progress in their learning and development. Children are always fully engaged in and enjoy the learning experiences available to them.

Children form good relationships with their peers and talk about being happy that their friends are present. They also work well together when washing large play vehicles in the role-play 'car wash' area outside. Staff have high expectations for children's learning and behaviour. Children also have a positive attitude towards learning, and they persevere with different tasks. For example, when vehicles veer off a ramp that the toddlers have made, they keep trying until they can get the vehicles to go all the way down the ramp without falling off. Children are well behaved. They are familiar with many of the routines of the nursery and excitedly count down to tidy-up time.

The key-person system is implemented effectively, and all children receive very good adult support and attention. The support provided for children with special educational needs and/or disabilities (SEND) is a particular strength within the nursery. Children with SEND receive high-quality one-to-one support from their key person.

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

- There are some occasions when staff do not always help children to develop a deeper understanding of expectations in the nursery. For instance, they do not consistently encourage children to sit while eating, a practice that is in place to support their well-being.
- Staff support children's personal development in many ways. For example, babies' routines are adhered to, and they eat and sleep when needed. They are also encouraged to feed themselves when ready. Older children develop some independence, including putting on their own coats and wellies for outdoor play and collecting their own cutlery and food. However, staff do not consistently persevere with skills, such as potty training, as they do not wish to upset or distress children. Children do not always receive consistent messages to support their growing independence fully.
- Staff ensure that children's early literacy skills are well promoted within the nursery. They teach children that print carries meaning. For example, when children ask what is for lunch, staff encourage them to look at the menu, decide

what day it is, and then find the correct meal for the day. Staff ensure that children can access literature in all play areas, including the outdoor area. As well as a varied range of story books, children also have access to magazines, information books and recipes.

- Children benefit from healthy, nutritious snacks and home-cooked meals. Staff talk to children about what they are eating and what foods are good for their health. Children also benefit from a stimulating outdoor play area. Children's large physical development is well promoted as they run, build constructions and climb. Children are encouraged to evaluate and take risks. For example, they are supported to climb onto and jump off the constructions they make from large crates. This promotes children's confidence and imaginations.
- Staff are conscious not to interrupt or disturb children's play and interests when they are busy. Staff wait for appropriate times to introduce different resources, such as bubbles. Staff use bubbles to promote babies' physical development. They encourage them to jump up and to clap their hands together to pop the bubbles. Staff introduce different words into the activity, which babies then repeat, promoting their language.
- Staff work well in partnership with parents and carers, and managers organise parents' evenings. Staff provide ideas for how parents can help support their child's learning at home. For example, a book sharing scheme is in place so that parents can support their child's communication and language, early literacy skills and their love of books.
- Leaders have worked hard to make improvements since the last inspection and have worked closely with an early years mentor and the local authority. Staff present as being a strong and supportive team, which works well together. Staff also work really well with other professionals, including physiotherapists, educational psychologists, health professionals and healthy eating advisors, in order to meet children's needs.

## 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:**

- help children to develop a deeper understanding of expectations in the nursery in order to support their well-being
- be more consistent when supporting children with potty training, to enhance their personal development.

## Setting details

<b>Unique reference number</b>	EY430611
<b>Local authority</b>	Hartlepool Borough
<b>Inspection number</b>	10284825
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Ready Steady Grow Partnership
<b>Registered person unique reference number</b>	RP911086
<b>Telephone number</b>	01429890729
<b>Date of previous inspection</b>	15 March 2023

## Information about this early years setting

Ready Steady Grow registered in 2011 and is situated in the Eldon Grove area of Hartlepool. The nursery employs 19 members of childcare staff. Of these, 12 staff hold appropriate early years qualifications at level 3, and five members of staff hold a level 2 qualification. One member of staff is currently working towards a level 3 qualification, and another staff member has a degree in early childhood studies. The nursery opens Monday to Friday, from 7.30am until 5.45pm, all year round, except for two weeks at Christmas. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elaine McDonnell

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation of a baking activity.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with registered individuals about the leadership and management of the nursery.
- 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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