

Inspection of Goodwood Lodge Day Nursery

Goodwood Lodge Day Nursery, The Paddock, Brookfield Road, CHEADLE, Cheshire SK8 1EX

Inspection date: 20 February 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

The nursery is a calm and happy place. Children show that they feel safe in the company of the encouraging, friendly team. Staff use ordinary things inventively. For example, two-year-old children find photocopies of bears on a table. Staff talk with them about the bears' feelings and welfare and children busily apply first-aid plasters to the pictures. Children concentrate hard. They practise a pincer grip to separate and peel away the paper. Staff support children to name the parts of the bear that are injured. This extends their vocabulary and conversation skills. Children express concern about the bear and learn to be caring. They giggle with mischief when a plaster covers the bear's mouth and he cannot talk.

Managers make the teaching of consistent routines a priority across the nursery. This promotes children's independence and they know the expectations for their behaviour. In the baby room, children learn to carry their own wellies to the shelf, ready for when they need them again. By the time children reach pre-school age, they are able to dress themselves for outdoor play. This prepares children well for starting school. Parents and carers say that staff offer them advice and ideas for activities that help them to continue children's learning at home.

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

- Managers' strong understanding of how children learn is evident throughout the curriculum. They trust children to 'power' their own learning through exploration and creative play. Staff join in to extend children's knowledge and thinking. They plan adult-led activities that promote children's readiness to listen, learn and respond as members of a group.
- Everyone completes training and shares new knowledge with the team. For example, a manager attended training about enhancing outdoor learning. Staff now teach children to look really carefully at different plants and to describe what is the same and different about them. However, sometimes, managers do not focus closely enough on the detail of staff's interactions with children. As a result, inconsistencies in practice are not addressed effectively enough in the professional development programme.
- The well-established routines and staff's masterly use of resources help to promote children's confidence. At group time, two-year-old children sit expectantly on well-spaced floor cushions. Younger and less confident children know that their space will be respected. They begin to join in with the words and actions of the songs. The 'song spoons' are popular and familiar. Using them enables every child to communicate their choice of song.
- Books are used effectively in the well-sequenced curriculum. Babies hear words that match pictures. This teaches them lots of vocabulary, ready for when they begin to talk. Two-year-old children sit companionably in the book corner. They

show concentration and enjoyment as they turn the pages and tell the story. Stories promote pre-school children's imagination and enrich their role play. Furthermore, they learn that non-fiction texts help them to find things out.

- Staff assess children's progress and know what children need to learn next. For example, staff skilfully help pre-school children to build step by step on their knowledge of numbers and counting. However, although managers unfailingly share concerns about children's progress with parents, there are occasions when they do not take every possible step to obtain specialist advice and support. This hinders the really precise teaching that promotes children's best progress.
- Staff take time to get to know children and parents before children begin to attend the nursery. This helps babies to develop secure attachments to staff and to settle quickly. Staff and parents share information about babies' care routines. For example, staff know how much sleep babies had overnight. This helps them to tailor babies' care to their mood and to promote their physical well-being.
- Managers train staff to identify and minimise risks to children's health and safety. For example, staff are alert to choking hazards and remove them. The nursery cook ensures that meals are prepared separately for children who have allergies to particular foods. This helps to ensure that children are catered for safely. Managers keep up to date with the local procedures for child protection. Staff know what to do if they have concerns about children's well-being or welfare.

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:

- measure the quality of practice more accurately, so that the programme for professional development promotes even better outcomes for children
- make even better use of information gained from the assessment of children's progress, to help ensure that children get the very best support and teaching that prepares them for their move to school.

Setting details

Unique reference number	EY401885
Local authority	Stockport
Inspection number	10311638
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	45
Number of children on roll	30
Name of registered person	Goodwood Lodge Partnership
Registered person unique reference number	RP904109
Telephone number	01614287055
Date of previous inspection	3 April 2018

Information about this early years setting

Goodwood Lodge Day Nursery registered in 2009 and is located in Cheadle. The nursery employs 10 members of childcare staff. Of these, one member of staff holds a qualification at level 5, five members of staff hold qualifications at level 3 and one at level 2. One member of staff holds early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am to 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 nursery managers and the inspector completed a learning walk of the nursery. They discussed the managers' intentions for the curriculum.
- A nursery manager and the inspector conducted a joint observation of practice. Meetings took place between the inspector and the nursery managers.
- The inspector observed activities. She spoke with staff and children.
- Parents spoke with the inspector and she read written feedback about the nursery. The inspector took account of parents' 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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