

Inspection of The Nursery in Belong

City House, 36 City Road, Chester, Cheshire CH1 3AD

Inspection date: 10 December 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at the nursery, which puts intergenerational relationship building at its core. The nursery is situated within an 'intergenerational care village', a vibrant community where children and their 'older friends' interact on a daily basis. As well as the dedicated nursery, children access shared spaces across the whole 'village', including the garden room and creative studio. Children feel a true sense of belonging, surrounded by nurturing adults who radiate genuine care and companionship. Children of all ages explore together, learning from each other. The curriculum is focused on lifelong learning. Staff give children a wealth of opportunities and experiences. For example, children take part in the development of a nonverbal puppet show. Staff arrange for people from the local fire service and football club to visit. Children visit the nearby train station and enjoy walks along the canal with 'older friends'. Staff take the children on a train to London and sing carols at Westminster Abbey. Children have opportunities to be creative and to collaborate. For example, following their visit, children plan and build their own Westminster Abbey with blocks. Children recall prior learning with precision.

Staff support children to gain an impressive sense of kindness, patience and understanding. They form a deep understanding of life and loss, developing a high level of emotional maturity. Children show genuine care and concern for others, developing exceptional skills in empathy. 'Older friends' bring a wealth of expertise, sharing their wisdom with children. For example, they teach children the waltz and the quickstep. Staff plan for children to take part in a multigenerational choir as well as stay-and-play sessions with 'older friends' and visiting children. Here, children become the teachers and lead others. They gently collect instruments from their 'older friends'. Children eat meals with their 'older friends' in the 'bistro' each day. They share meaningful discussions, developing impressive social and conversational skills. Children's behaviour is excellent. Staff support children with explanations and use coloured cards to help them to understand instructions.

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

- The nursery places the highest value on children's early literary experiences. Children have access to their own library, where staff and 'older friends' captivate children with stories. They create their own stories and have published a book in collaboration with their 'resident storyteller'. Children develop early reading and writing skills as they post and receive letters from their 'older friends'. The nursery ambitiously aims for children to take home and read 100 books before they start school. Children are becoming skilled communicators.
- Children develop their practical skills with their 'older friends' in the 'repair shop'. They take broken items and problem-solve to find creative ways to fix them. Children develop craftsmanship as they use screwdrivers and hot glue guns with

adult help. They understand how to keep themselves safe with gloves and goggles. Children develop an impressive and varied range of practical skills and knowledge as well as an understanding of sustainability.

- Staff have the highest expectations of children's independence. For example, children visit the local fruit and vegetable shop each week to choose their own fruit. Each week they eagerly try new fruits, such as persimmon and pomelo. Staff support children to prepare their own fruit. Children show excellent perseverance when chopping their own oranges. Children become extremely confident and independent individuals.
- Staff's and children's individuality is celebrated and respected. Staff consistently promote positive attitudes to difference, creating an environment that is completely welcoming and inclusive. Children talk about their own heritage with pride, eagerly sharing photos and artefacts. Staff sing to children in their own language, promoting a deep appreciation of culture and language.
- Staff help children to develop a comprehensive understanding of the wider world they live in. They develop woodworking skills with 'older friends' as they build and decorate their own symbolic chairs. Children take the train to Liverpool's Chinatown to learn about Chinese New Year. Children learn about a variety of artists, such as Damien Hirst and Vincent van Gogh. Staff and skilled 'older friends' help children to create their own interpretations of their work. Children are incredibly cultured.
- Engagement with parents is of the highest quality. The nursery uses an online system that supports two-way communication. Parents regularly share information about children, which staff use to plan engaging learning. Staff deliver information sessions to parents, such as school readiness and mental health. Parents report feeling part of a 'genuine community', attending events such as film nights, which bring everyone together. Adults work in harmony to give children the best and broadest start to their education.
- Leaders inspire staff to take initiative in their own professional development. Staff talk passionately about the training they have completed and the impact it has on children, such as block play and physical activity and nutrition. All staff take great pride in sharing their knowledge through learning lunches and leading staff meetings. The staff team is highly knowledgeable and skilled, committed to providing the highest quality care and learning.
- The nursery takes a lead role in research, particularly into how innovative intergenerational working can accelerate children's development. It works closely with universities and global organisations, sharing exceptional practice on a national and international stage. Leaders continually evaluate and adapt practice to ensure it is consistently of the highest quality.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	2690598
Local authority	Cheshire West and Chester
Inspection number	10363705
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	32
Number of children on roll	47
Name of registered person	Ready Generations
Registered person unique reference number	2690597
Telephone number	07817839020
Date of previous inspection	Not applicable

Information about this early years setting

The Nursery in Belong registered in 2022. It is located within the Belong care village in Chester city centre. It opens Monday to Friday from 7.30am to 6pm all year round, apart from bank holidays and a week at Christmas. The nursery employs 10 members of staff. Of these, one holds an appropriate qualification at level 6, one at level 5, and six at level 3. The nursery provides early education funding for children from nine months to four years old.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector and the manager carried out a joint observation.
- 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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