

Inspection of Whitfield Valley Community Nursery

Whitfield Valley Centre, Fegg Hayes Road, STOKE-ON-TRENT ST6 6QR

Inspection date: 13 January 2025

Overall effectiveness	Good
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 arrive happy and eager to engage in self-chosen activities. They are familiar with the daily routine and show increasing independence. For instance, children know to find their picture and place their belongings on their peg. They sit on individual mats at group times, and once finished, they put them away without any prompting. Staff teach children how to put on their coats using a 'coat flip' technique and how to zip them up. This helps to promote their readiness for school.

A key-person system is in place, allowing children to develop secure bonds with staff, which helps them to feel safe. Key persons lead activities within their individual key groups, which take place simultaneously, giving more focus to a smaller group of children. They share information about children effectively with other staff to ensure continuity in meeting children's individual needs.

Staff initiate turn-taking games to help to develop children's social skills. They praise children for sharing, both verbally and with a 'high five', which brings smiles to children's faces. Staff speak clearly to children, modelling the correct vocabulary and pronunciation. For example, when children say 'tar', staff say 'thank you'. They focus on repeating familiar songs and stories so that children continuously hear key words. This promotes children's communication skills.

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

- Since the last inspection, leaders have made changes to both the number of children on roll and the curriculum. Staff receive training and supervision, and as a team, they reflect on what is working well and identify areas for improvement. Parents and carers highlight that staff appear 'happier' and 'less stressed'.
- Leaders recognise the need to review the delivery of some group activities, as staff do not always encourage children's listening and attention skills. As a result, children who struggle to sit and engage in group times can become distracted and do not always fully participate in their learning.
- Staff identify and support children who need additional help to develop their speech. They have attended relevant training, which enables them to use communication screening tools and plan early interventions effectively. Staff use signs, prompts and picture cards to aid children's understanding. When necessary, they assess children's speaking skills in their home language.
- Additional funding is used effectively to ensure disadvantaged children and those with special educational needs and/or disabilities have access to the same opportunities and resources as their peers. For example, leaders have purchased potties and reward charts to enable parents to continue toilet training at home. This supports children to make good progress in their personal development.

- Staff monitor children's progress and provide parents with plenty of ideas and guidance to extend learning at home. However, leaders do not always monitor staff when completing the two-year progress checks. As a result, the information shared with parents is not always of a high quality, with some reports lacking detail about children's learning and development.
- Leaders and staff are passionate about supporting all children and their families. Parents appreciate this and explain how leaders have signposted them to vital professional support when needed. They are aware of who their child's key person is and the progress their children are making.
- Children have many opportunities to develop their fine motor skills. For example, they carefully pinch the play dough using chopsticks and insert twigs to create a snowman. They express their creativity by drawing a snowman with eyes, a nose and a mouth. Additionally, staff bring real snow indoors for children to explore and build a real snowman. This helps children to connect with the world around them.
- Staff introduce simple mathematical language as children play. For instance, when children blow bubbles, staff use terms like 'higher' and 'lower.' They encourage children to use mathematical thinking as they compare the sizes of fish. Staff help children to thread large beads onto string and give them time to complete jigsaws. This helps children to develop early problem-solving skills.
- Overall, staff promote children's healthy lifestyles. For instance, they encourage parents to use children's interest in shapes to motivate them to try new foods. Healthy snacks are provided, and a choice of water or milk is available at snack time and mealtimes. However, children are unable to access water independently throughout the day. They need to ask for their water bottles as they are not easily accessible.

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:

- review the delivery of group times to ensure staff consistently provide children with support to enhance their listening and attention skills
- strengthen monitoring systems to ensure staff consistently provide parents with detailed information when completing children's progress checks
- ensure that fresh drinking water is easily accessible to children throughout the day.

Setting details

Unique reference number	EY474866
Local authority	Stoke-on-Trent
Inspection number	10336611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	25
Name of registered person	Chell Area Family Action Group
Registered person unique reference number	RP532472
Telephone number	01782 814134
Date of previous inspection	21 February 2024

Information about this early years setting

Whitfield Valley Community Nursery registered in 2014 and is located in Stoke-on-Trent. The nursery employs six members of childcare staff, of whom all hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday, 9.30am until 4.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The manager and the inspector completed a learning walk to discuss the intentions for children's learning.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The views of parents were considered by the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and the progress check at age two.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025