

Inspection of Guilden Sutton Day Nursery

A V Wilding Business Park, Guilden Sutton Lane, Guilden Sutton, Chester CH3 7EX

Inspection date: 29 June 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are inspired, eager and in awe of the wonder of the world. They are keen to learn through exciting, inventive and carefully planned out activities. The nursery successfully achieves its vision 'to help children to be school ready, life ready and world ready'. Children's needs, interests and ideas are truly at the centre of everything. Babies learn to move their arms and whole bodies to sweep brushes and rollers up and down to make marks with paint. This helps to develop their core strength and supports their first steps in developing early writing skills and self-expression very well. Toddlers are delighted and engaged for long periods as they play with water and containers. Staff help children test out their ideas, to see what will happen when pouring water from a height. Pre-school children learn about mosaics and experiment with different materials to make their own creations.

Children are well mannered and their behaviour is exceptional. Staff successfully create an environment of respect, kindness and empathy for one another. They provide children with personalised words of encouragement as they try hard in activities. Children receive specific praise for their achievements. They show high levels of self-esteem and confidence. Children have positive attitudes towards each other and their learning. Those that need extra help receive highly focused support so they feel fully included. All children make exceptional progress.

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

- Children benefit from a personalised experience to help them transition into nursery life. New families are offered home visits and initial nursery settling-in sessions with smaller groups of children. Highly nurturing staff ensure children feel safe and build a bond with their key person.
- Staff expertly sequence children's learning opportunities. They consider the appropriate skills and experiences children need to acquire to help them be ready for their next stage in learning. For example, the mathematics and literacy curriculum considers children's individual steps in learning, from babies right the way through to pre-school.
- Staff regularly request photos and comments from home to build into children's tailored learning plans. Observations of children, their views and ideas are used as a 'spark' when staff plan activities. Staff use their expert understanding of child development and their imagination to extend children's knowledge using these 'sparks'. Children are able to make links between their prior knowledge and new learning. They recall previous learning exceptionally well.
- The staff team is incredibly supportive of each other's ideas and well-being. Staff routinely discuss how to adapt the curriculum and their teaching to meet the needs of children. Managers provide frequent opportunities for staff to access training and balance their workload thoughtfully. They actively seek support

from external professionals when identifying gaps in their own knowledge. This means children receive consistently high-quality experiences at all times.

- The nursery garden has a vast selection of equipment that provides physical challenge for children. Toddlers learn how to take risks as they climb. Older children develop excellent coordination skills as they follow road signs and steer scooters and bikes around a track.
- Within the garden, a 'train spotters corner' enables children to watch and learn about passing trains. Children regularly receive visits from people within the community, such as dentists and firefighters. They are introduced to various religious festivals. This helps children to develop a positive understanding of adult roles and life in modern Britain.
- Children that speak additional languages model different words and songs to their friends. They also share their customs with staff and their peers. Staff make great use of personalised games to help children develop their understanding of similarities and differences in people. Children learn about different features people have, such as their skin and hair colour.
- Children listen to many stories each day. They take part in bringing stories to life using props and costumes. Toddlers take books home for parents to read to them. Pre-school children are supported to think of and act out their own stories. Children delight when a 'secret reader' comes in to read a new story. Pre-school children are beginning to learn letter sounds and letter formation. Their literacy skills are flourishing.
- Staff ensure that children hear new vocabulary to help them be confident communicators and express their opinions. Children that need extra help communicating their needs have their own personalised photo cards and sign language. New vocabulary is continually offered to children during their play. As a result, children are chatty, curious and hold thoughtful conversations.
- Parents cannot fault the nursery. They are proud of how much of an impact the nursery has on their children's love of learning. Parents say 'they treat all of the children as individuals'. They commend the commitment the nursery provided during the COVID-19 pandemic. Parents credit their children's achievements to the consistent support and focus provided.

Safeguarding

The arrangements for safeguarding are effective.

Staff have robust knowledge of what to do if they are worried about a child or the misconduct of a colleague. They have a secure understanding of wider safeguarding issues, such as domestic violence and extremist behaviours. All staff regularly receive refresher training to ensure their knowledge of safeguarding children remains up to date and accurate. Managers are vigilant and take swift action when concerns arise. They have clear procedures in place and promptly refer and share information with appropriate professionals. The designated safeguarding leader maintains excellent systems as part of ongoing attendance and child welfare monitoring.

Setting details

Unique reference number	305081
Local authority	Cheshire West and Chester
Inspection number	10129134
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 4
Total number of places	54
Number of children on roll	79
Name of registered person	Anne Lesley Stone and Patricia Jane Mitchell Partnership
Registered person unique reference number	RP907128
Telephone number	01244 321 711
Date of previous inspection	15 February 2016

Information about this early years setting

Guilden Sutton Day Nursery registered in 1998. The nursery employs 20 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and above. The nursery opens Monday to Friday, 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dee White

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 leaders and has taken this into account in the evaluation of the nursery.
- The curriculum lead and the manager led the inspector on a learning walk and explained how the curriculum is planned and implemented.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice in all rooms and evaluated the quality of activities in the pre-school room and garden, together with the manager.
- The inspector looked at documents, including staff qualifications, paediatric first-aid certificates and evidence to demonstrate the suitability of staff.
- The inspector tracked the experiences of children to determine the progress they make.
- Meetings were held with the manager and curriculum lead to discuss their evaluation of the provision and the impact on children's progress.

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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