

Inspection of Edenfield Nursery

Fountains Of Knowledge, The Innovation Centre, Brunswick Street, Nelson,
Lancashire BB9 0PQ

Inspection date: 3 February 2022

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 are immersed in a rich array of challenging and stimulating learning experiences that intentionally build on what they know and can do. They are surrounded by highly qualified, skilled staff who love to chat with them and explore the things they are interested in. Children and staff have great fun together in nursery. Expectations of behaviour are consistently high. Children calmly and respectfully access the wonderful array of resources that are available at every turn, each with a clear purpose for learning. They use the resources well and become fully engrossed in developing new ideas.

Children are extremely confident in their surroundings and in social situations. They talk about how special their friends are to them and really look forward to seeing each other. Children are kind to one another. They wait patiently by the door at the start of a session to greet their friends who may need their support to take off their coat or choose a place to play. Children have developed warm bonds with the nurturing staff who care for them so expertly and keep them safe. Staff let children know how important they are. When children have been absent, staff let them know that they have been thought about while they were away.

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

- Leaders have a clear vision, professional ethos and sharp focus on what needs to be done to continually maintain excellence across the setting. This level of commitment and dedication is shared by the whole team, which works tirelessly with real attention to detail. Targets for improvement are aspirational, pertinent and based on maximising learning. Expectations of practice are consistently high and children benefit from a well-planned curriculum.
- Every resource, activity and experience offered to children is meticulously planned, so everything has a clear learning intention. This is further enhanced by highly skilled and knowledgeable staff modelling and interacting with children at every opportunity. Progression across all areas of learning and development is exceptional as experiences are skilfully built upon as children move through nursery. For example, toddlers practise hammering golf tees into foam blocks. This is extended for pre-school children, who practise with real tools to make a wooden toy.
- Leaders identified that children have limited opportunities to play outdoors at home. They quickly set about securing funding, utilising the caretaker's skills and detailed planning to develop an exciting outdoor area where children can learn and explore. Children are empowered to take safe risks and physically challenge themselves as they use the steps and rope ladder in the climbing tree. They enjoy exploring the giant sandpit, going on listening walks to identify the sounds in their environment and growing plants and vegetables. These opportunities

have significantly helped to narrow gaps in children's learning and development.

- Staff understand the importance of developing children's literacy skills and provide for this extremely well. Reading areas are beautifully resourced with attractive, well-maintained books, drapes, seating, cushions and cosy lighting. These areas are constantly used by children on their own taking time out to look at a book, or for quiet stories, chats and focused activities with staff. Children are developing a love of stories, rhymes and songs.
- Parents are deeply passionate in their praise for the way the staff take time to listen to them and find out about their children. They talk about how staff really care and go that extra mile to help them and their children. Staff readily help parents to access services and appointments with professionals so they get all the support they need for children with special educational needs and/or disabilities (SEND).
- Children make exceptional progress in their communication and language. This view is supported by parents. Staff consistently model language and encourage children to practise new words at every opportunity throughout their play. Staff speak most of the seven home languages currently used in the nursery. They take great care to speak with children in their home language as well as English to maximise learning. If a child's language is new to staff, they take time to learn some words and purchase effective resources. Staff and children are currently learning some Spanish words together.
- Children's emotional well-being is highly valued. When children arrive they find their named object and carefully consider if they are feeling sad, happy or angry. They then put their name into the corresponding emotion jar. Children are sensitively supported to talk about their emotions and express their feelings, either through the special conversations on arrival or at group times.
- Staff's well-being is a high priority. Staff feel extremely well supported. Supervisions are focused on their professional development and leaders prioritise regular team building events together. Staff show pride and joy in what they are doing and effortlessly make learning enjoyable. This leads to very happy children who clearly enjoy every minute they spend in nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff develop an excellent knowledge and understanding of safeguarding and child protection processes. This is a priority during the recruitment, induction and ongoing development of the staff. Staff can confidently describe how to identify concerns about a child and what to do to protect their safety. The safeguarding policy is extremely thorough, providing a robust knowledge base for both staff and parents. Parents are well supported to help keep their children safe online. Children learn about how to keep themselves safe and take part in the risk assessment of the equipment and resources that they use.

Setting details

Unique reference number	EY561209
Local authority	Lancashire
Inspection number	10191066
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	2 to 4
Total number of places	100
Number of children on roll	91
Name of registered person	Fountains Of Knowledge Trust
Registered person unique reference number	RP561208
Telephone number	01282 931354
Date of previous inspection	Not applicable

Information about this early years setting

Edenfield Nursery registered in September 2018. The nursery employs 16 members of childcare staff, all of whom hold relevant qualifications, including the manager. Of these, three have a level 6 qualification and one has early years teacher status. The nursery operates term time only. Sessions are from 8.30 am to 3.30 pm on Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn France

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager, the deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of literacy activities with the manager and deputy manager.
- The manager and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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