

Inspection of Countryside Day Nursery Ltd

Barn Lane, Corse, Gloucester, Gloucestershire GL19 3RH

Inspection date: 31 May 2024

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

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in this caring nursery. They benefit from an extended settling-in process. They get to know staff, the nursery building and routines before starting and when moving on to another room in the nursery. Staff have high expectations of every child and provide an engaging curriculum for children to learn through play. Children are confident and self-motivated learners. For example, babies happily move to investigate what is in the room and choose what they want to play with. Older children stay focused and show excitement in their play. All children make good progress in their learning.

Children learn how to be independent. For instance, staff teach them to use mirrors to clean their faces after eating and support them to learn how to put on their own coats. Staff prepare children well for the transition to school and teach them important skills, such as how to follow instructions. Children also learn how to keep themselves safe and staff teach them about risks. For example, they practise fire drills at the nursery and understand how to leave the building safely. They know to put a hat on when it is sunny and tell staff that they can come outside as they already have sun cream on.

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

- Staff have a clear idea about what they want children to learn. They use regular observations of children to identify next steps in each child's learning and development. Staff put swift interventions in place for children with special educational needs and/or disabilities. They work closely with parents, outside agencies and other settings children attend. They make sure that the learning opportunities offered meet children's needs and they are ready for their next stages in learning.
- The manager monitors staff practice. She provides supervision sessions and coaching that help staff to develop their skills and knowledge. Staff enjoy working at the nursery and staff morale is high. They strive to constantly improve. For example, they regularly research ways to better support children's progress and share this with their colleagues.
- Staff model good manners. They teach children how to follow the rules and expectations of the nursery. For instance, younger children learn to sit on spots during short carpet times to support their ability to sit and listen well. Children use sand timers to share toys and mostly play nicely alongside their friends. However, staff do not always explain the consequences of children's actions on others around them and the toys in the nursery. As a result, on occasions, children are not as gentle as they could be in their play.
- Staff teach children about healthy lifestyles. Children enjoy the range of nutritious snacks and meals offered by the nursery. They learn which foods are

good for us and the importance of cleaning our teeth. Staff ensure children play outside in the fresh air throughout the day. They provide lots of opportunities for physical movement to build children's strength and fitness.

- Staff effectively promote children's communication and language skills. For instance, they introduce new words and model correct pronunciation. They narrate children's play and children respond with their own words. Children are confident communicators. Babies show staff toys and say the words, such as 'tractor'. Older children are keen to share their thoughts and use high-level vocabulary like 'camouflage'.
- Staff know the children well. There is a strong key-person system and effective communication between staff and parents. However, on occasions, staff do not always use this knowledge effectively for the oldest children during whole-group activities. As a result, children's inaccuracies are sometimes not addressed and other children do not have enough challenge to extend their learning further. For example, when older children are miss-counting objects, staff miss opportunities to support them straight away.
- Children are well prepared for life in modern Britain. Staff plan relevant experiences to widen children's cultural awareness. For example, children join other nurseries to learn about the festivals of the children who attend. They learn about the diversity around them and to respect and celebrate differences.

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:

- provide the pre-school children with relevant support and challenge during whole group activities to ensure their full engagement
- teach children to understand the consequences of their actions so they are gentle in their play at all times and maintain their normally good levels of behaviour.

Setting details

Unique reference number	EY501162
Local authority	Gloucestershire
Inspection number	10339177
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	83
Number of children on roll	94
Name of registered person	Countryside Day Nursery Limited
Registered person unique reference number	RP910118
Telephone number	01452840026
Date of previous inspection	3 July 2018

Information about this early years setting

Countryside Day Nursery re-registered in 2016. It is located in Gloucestershire. The nursery operates from 8am until 5.45pm from Monday to Friday, all year round. It employs a team of 18 staff, 16 of whom work directly with children. Three members of staff hold appropriate level 6 qualifications, including the manager who holds early years professional status. Of the remaining staff, 10 hold a relevant early years qualification at level 3 and three are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Martin

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 inspector observed the staff's interactions with the children, inside and outside, and assessed the impact of these on children's learning.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector looked at relevant documentation, including checking evidence of the suitability of the staff.
- The inspector held discussions with the manager, staff, and children at appropriate times during the inspection. She held a short meeting with the manager to discuss aspects of leadership and management.
- 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.

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