

# Inspection of Stramongate Nursery

Stramongate School, Blackhall Road, KENDAL, Cumbria LA9 4BT

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Inspection date: 30 September 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children are safe and happy at this nursery. They quickly form strong attachments with the warm and encouraging staff. Babies gain confidence as they explore, regularly returning to staff for cuddles. Toddlers happily engage with staff, bringing them books to read. They enjoy pointing to the picture and smile as staff talk to them about the book. Children in pre-school learn about democracy as they use bottle caps to vote for a book at story time. They count the votes and compare the quantities. This helps children with their mathematical development and teaches them about fairness.

There is an ethos that 'everyone matters' at the nursery. Parents say that their children's confidence and ability to express themselves has developed since attending nursery. Staff have high expectations for behaviour. They actively encourage children to think about their peers. Children demonstrate good behaviour, asking politely for a turn with resources. They share with each other and work as a team to tidy up when asked. Children follow known routines well.

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

- The manager acts as a mentor to staff. She regularly reviews their training needs and helps them to access relevant training. For example, some staff attended a course about teaching mathematics in the early years. As a result, staff feel confident to help children explore and learn mathematics through play.
- The manager spends any additional funding promptly. She uses it to specifically benefit the children who receive it. For example, she bought dual-language books to help to develop understanding of the English language. This helps all children to make good progress from their individual starting points.
- Staff benefit from visits to other settings. They bring back ideas for activities and the room layout. For example, they consider a range of cosy book areas to promote reading and a sense of security. This assists staff to evaluate their own setting and plan learning opportunities.
- Staff purposefully engage with children. They focus on what children need to know and be able to do next. In addition, they set up some activities, such as a camping role-play area, that reflect children's current interests. This helps children to focus on activities for longer periods of time.
- Communication and language development is a priority. Staff sing and read to children with enthusiasm. They encourage them to join in and name what they see. Younger children develop their vocabulary into phrases, such as 'big fox'. However, at times, staff ask questions that do not require older children to engage in conversations. Therefore, these children continue to answer with gestures or short phrases.
- Staff teach children about themselves. For example, they ask them to draw

around each other with chalk. Staff encourage children to look at their features as they add various materials to the outline. They help children to learn about similarities and differences to each other.

- Children's independence skills progress as they move through nursery. Younger children learn to wash their hands and manage cutlery at mealtimes. Older children help to peel and slice fruit for the snack table. This helps children to have positive self-esteem.
- Partnership with parents is strong. Staff regularly talk to parents about their children's achievements. Parents feel well informed about what their children are learning. They appreciate the ideas that staff give them for continuing learning at home. Working together helps to prepare children for their next stage of learning.
- Staff monitor children's progress by entering their observations into an interactive diary. They regularly review each age group of children to identify children who are beginning to fall behind expected levels of development. When this happens, staff liaise with the special needs coordinator in the school for advice and support. They work together to plan focussed activities aimed at helping children to catch up. This means that children with special educational needs and/or disabilities, where possible, make progress from their individual starting points.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms of abuse. They feel supported by the manager and able to discuss children's welfare. Staff know how to record concerns and/or incidents and who to contact for advice. Leaders undertake a higher level of safeguarding training and understand their responsibilities well. They ensure that new staff understand the safeguarding policy as a matter of priority. First-aid training is kept up to date. Staff risk assess activities to help keep children safe. For example, they choose to use parachute games indoors instead of the adventure playground on a particularly wet day because of the increased risk of slipping.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- ask more open-ended questions to encourage children to answer in longer phrases and sentences.

## Setting details

<b>Unique reference number</b>	2533429
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10213100
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Stramongate Nursery CIO
<b>Registered person unique reference number</b>	2533428
<b>Telephone number</b>	07847479420
<b>Date of previous inspection</b>	5 October 2021

## Information about this early years setting

Stramongate Nursery registered in 2019 and operates from within the grounds of Stramongate Primary School in Kendal. The nursery employs nine members of childcare staff. Of these, four hold qualifications at level 6, three at level 3, and two are unqualified. The nursery opens from 8am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children. There is also a baby room with six places for children under two years of age.

## Information about this inspection

### Inspector

Susie Millward Sampson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a tour of the setting. She explained how the curriculum and environment promote learning.
- The inspector completed a joint observation of an activity with the manager.
- Parents shared their views with the inspector during the inspection.
- The inspector spoke to staff and children at suitable times during the inspection. She spent time observing the quality of their interactions.
- A sample of documents, including training for safeguarding and first aid, were viewed by the inspector.
- The manager and a trustee had a discussion about leadership and management with the inspector.

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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