

Inspection of La Maternelle Family Childcare - Nantwich

Barony Court, Nantwich, Cheshire CW5 5RD

Inspection date: 17 October 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

Absolutely every detail has been considered at this incredibly well-organised, safe and purposeful nursery. Children are provided with an ambitious curriculum, securely rooted in the knowledge of how children learn. Staff have an excellent understanding of children's interests and individual learning styles and use this knowledge to skilfully engage them in the opportunities on offer. Staff use superb questioning techniques to challenge children's thinking. For example, they encourage children to wonder why the pumpkins weigh down the scales and the potatoes do not. This stimulates discussions between children and motivates them to find other objects to experiment with. Children become deeply engrossed in their play and display exemplary behaviour.

Children's emotional security is promoted exceptionally well by staff, who act as excellent role models. Children of all ages are enabled to develop their independence and extend their 'have-a-go' attitude to learning. Staff support babies to use spoons to feed themselves. Toddlers use spoons and forks and hang their own coats up. Older children participate in an exceptionally well-planned lunchtime routine, initiated with a 'happy breathing' yoga session. This helps children to relax and prepares them for lunch, where they set the table, confidently self-serve their food and wash up afterwards. Children's faces show high levels of intense concentration as they carefully carry their plates to the table. As a result, children become capable, confident individuals who are fully prepared to move on to the next stages of their development.

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

- The management team is highly attuned to the needs of children with special educational needs and/or disabilities (SEND). Team members work in exceptionally close partnership with a range of external professionals to ensure that children get the additional support they need. Parents of children with SEND say they are 'overwhelmed by the support they received' during the referral process and beyond. Consequently, children with SEND make excellent progress from their starting points.
- Children participate in exciting activities that successfully build on their experiences at home. For example, children speak of their time at a Halloween-themed birthday party. Staff recognise this important learning opportunity and find innovative ways to incorporate aspects of Halloween into their teaching. For example, a familiar story extends to a fantastic forest activity where the children create their own potions in a cauldron. Staff interact with children extremely well and skilfully introduce new vocabulary. This freedom of expression and creativity helps children to grow in confidence and make rapid progress in their learning and development.

- Staff promote a love of reading by sharing stories with children and referencing these during play. Staff read with enthusiasm and use puppets to encourage younger children to join in with the actions to familiar songs. Story times are exceptionally well delivered, and children relish their monthly visits from the local librarian.
- Children are actively involved in the local community. For example, children recall with delight the day their grandparents came to the nursery for a tea party. They also walk to a nearby care home and take pictures for the residents. These intergenerational visits help children to develop confidence and a growing understanding of the world around them.
- Staff excel at challenging stereotypes, and children learn to recognise and celebrate each other's differences in an age-appropriate way. For example, parents of children who celebrate Diwali send recordings of themselves reading 'Rama and Sita' and visit the nursery to talk about their culture and traditions. This helps the children to understand what makes them unique and promotes respect for different people.
- Parent partnership is exceptional. Parents speak very highly about the nursery and comment on being 'blown away by the welcome they had'. The in-depth settling in process and 'here we come' transition meetings keep parents informed and involved at every stage of their child's journey. Innovative ideas, such as the well-stocked resource library and 'take home bags', allow parents to further support children's learning and development at home. These highly positive relationships and two-way flow of communication secure the children's impressive, ongoing progress.
- The inspirational management team is extremely supportive and provides very effective leadership for staff. It reflects continuously, developing strategies such as personalised training videos, to build on their excellent teaching. Strong teamwork and shared high aspirations for the children are at the heart of everything they do. As a result, staff feel valued and work diligently to ensure that the nursery provides an outstanding environment where children can thrive.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding practices are highly effective and there is a positive safeguarding culture throughout the setting. Staff receive excellent training that ensures they recognise and report any concerns quickly. Leaders adopt stringent procedures for the recruitment of new staff and ensure that all staff are suitable to work with children. Staff support children to identify and manage risks in their play. They talk to them about balancing safely on the outdoor equipment and to watch out for their friends as they ride bicycles. Risk assessments are thorough, and staff are vigilant when checking that the environment is a clean and safe space for children to play.

Setting details

Unique reference number	2558223
Local authority	Cheshire East
Inspection number	10250825
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	0 to 4
Total number of places	98
Number of children on roll	152
Name of registered person	La Maternelle Ltd
Registered person unique reference number	RP901707
Telephone number	01270629005
Date of previous inspection	Not applicable

Information about this early years setting

La Maternelle Nantwich registered in 2020. The nursery employs 38 members of staff. Of these, two members of the team hold early years teacher status and one holds qualified teacher status; three staff members hold appropriate early years qualifications at level 5; one holds a level 4 qualification; 15 hold early years qualifications at level 3; and a further 10 are working towards level 3 qualifications. The rest of the team are unqualified. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne McDowell

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 quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager joined the inspector on a learning walk of all areas of the setting and discussed the early years curriculum.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the nursery manager and discussed the impact of teaching on children's learning.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.

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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