

Inspection of Early Learners Day Nursery

17 - 19, Mellor Road, Cheadle Hulme, Cheadle SK8 5AT

Inspection date: 1 July 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children love coming to the nursery. They are eager and enthusiastic about their learning. They arrive at the nursery full of anticipation about what exciting learning opportunities staff may have thoughtfully prepared for them. Children know which favourite toys and resources they will play with. New children settle quickly because of the carefully considered settling in arrangements that the nursery provides. Children enjoy coming to the carpet area for their special welcome time each morning. This helps children, including those with special educational needs and/or disabilities (SEND), to feel included. They develop a secure sense of belonging and safety.

Leaders and staff expect the best of children. They skilfully model how to behave towards others. Children learn how to look after each other's well-being, such as by asking if their friends need any support. They develop understanding of how others may feel.

Children learn that they are unique individuals and that other people may be different to them. They enjoy poring through the special 'family books' that staff have carefully created to include photographs of the children's family members. Babies grasp their own family books close as they learn to hold their family members in mind when they are not there

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

- Leaders have recently introduced a highly ambitious curriculum for all children. They intend children to learn about aspects of their body, mind and voice. Leaders ensure that their curriculum covers all seven areas of learning. This supports children's overall learning and development well.
- Leaders provide well-considered coaching and training for staff to help improve their work with children. However, the large staff team have differing levels of professional expertise. This means that at times, some staff deliver the curriculum with more success than others.
- Staff build strong relationships with the children. They greet children in the morning warmly. Staff working with children under two-years-old provide gentle reassurances if they become upset. Babies are cared for exceptionally well. Staff demonstrate an excellent understanding of safe sleep procedures and check on sleeping children regularly. This ensures children and babies are safe while they sleep.
- Leaders make certain that children's allergies are well known and understood by staff. Leaders have developed effective arrangements to ensure that all staff take careful account of any allergies that children may have to foods. Leaders make sure that staff are highly trained in paediatric first aid and know how to

respond to any allergic reactions.

- Staff support children to learn key concepts about mathematics. For example, they incorporate counting and reciting number names skilfully during play with babies. Older children enjoy playing games that incorporate numbers. These children discuss confidently how many points they need to win a game and accurately hold up the right number of fingers to indicate 'how many'. Children learn that maths can be everywhere.
- Staff help children to learn a wide range of stories, songs and rhymes. Children love listening to stories that staff expertly read aloud to them. Older children are taught how to recognise what their name looks like in writing. Children develop the important literacy knowledge that they need to know.
- Staff promote children's engagement in being physically active, indoors and outdoors. They encourage children to try out challenging movements, such as to climb and balance. This promotes children's core strength and coordination.
- Staff get to know the children well by giving individual attention to them. Children learn other children's names because staff emphasise these often during singing and play. This supports children from the very start to build friendships with their peers.
- Partnership with parents and carers is a strength of the nursery. Parents value the caring relationships that staff develop with the children. Parents value the excellent communication they receive and are well informed about their children's time at the nursery. Parents say that their children make good progress in their language and independence skills because of staff's skilful support.
- Leaders' arrangements for supporting children with SEND are very well considered. Staff check children's needs and progress carefully. This helps them to identify gaps in children's learning and development. Leaders and staff make effective use of the guidance and advice from external professionals. This helps the staff to support the children to make progress in their learning.

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:

- support staff to deliver the nursery's curriculum consistently well.

Setting details

Unique reference number	2719254
Local authority	Stockport
Inspection number	10405941
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	110
Number of children on roll	101
Name of registered person	Cosgrove, Kenneth Alan
Registered person unique reference number	RP512816
Telephone number	01614884243
Date of previous inspection	Not applicable

Information about this early years setting

Early Learners Day Nursery registered in 2023. They are located in Cheadle Hulme. The nursery employs 30 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 and above, one at level 4, one at level 5, three hold qualified teacher status and one holds early years teacher status. The nursery opens Monday to Friday from 7.15am until 6.30pm, all year round. The nursery offers government-funded places for children aged nine months to four years. The nursery also receives funding for disadvantaged children.

Information about this inspection

Inspectors

Andrea Vaughan
Rebecca Weston

Inspection activities

- The manager and assistant manager joined the inspectors on a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- The inspectors spoke with the owners about the leadership of the nursery.
- Staff spoke with the inspectors during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors and the impact this was having on children's learning.
- The inspectors carried out two joint observations of activities with the manager and assistant manager.
- An inspector spoke with parents face to face, on the telephone and reviewed written testimonials and took account of their views.
- The special educational needs coordinator spoke with an inspector about how they support children with SEND.
- The leader for safeguarding spoke with an inspector about how they ensure children are protected from harm.
- The lead inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.

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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