

Inspection of Gosforth Nursery Limited

Gosforth Nursery, Wasdale Road, Gosforth, Seascale, Cumbria CA20 1AZ

Inspection date: 15 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff know children and families well at the bright and friendly nursery. Staff work well together, with most having worked at the nursery for many years and some resuming their roles after career breaks. Children are greeted warmly and are keen to find their friends and start their day. They choose from a wide range of well-planned activities and are guided through the routines of the day by skilled staff. The staff are good role models, and children look to them for support, listening and responding quickly to instructions. Staff support children to make good progress across the carefully considered and ambitious curriculum. Children demonstrate positive attitudes towards their learning and kindness towards their friends. They are well prepared for their move on to school.

Children enjoy their time at nursery, learning both indoors and outside each day. Staff support children with special educational needs and/or disabilities (SEND) and those with different learning styles well. They use outdoor classrooms and garden areas, which have been thoughtfully planned to promote inclusive learning. Children learn about their local area and community as they participate in village events such as an agricultural fair. They also join events at the school on whose site they are situated and use the school field for nature walks and adventures. Staff help children to gain a breadth of experience and spark new interests as they learn and play.

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

- Staff promote children's communication skills and a love of books. They use stories to link and underpin children's learning. Children and staff sing and make music together throughout the day, promoting children's language and listening skills. Children develop confidence in their speech, approaching visitors to chat about their day, for instance.
- Babies practise their new physical skills with support from sensitive staff. Staff plan activities to teach older children specific skills such as cutting with scissors. Children develop their coordination as they play musical instruments. Children's physical development is well considered.
- Children learn the skills they will need as they move on to school. They learn to manage their own self-care and hygiene routines and become increasingly independent. Staff teach children to manage frustrations and to build friendships. Children develop competence in their social and personal skills.
- Staff quickly identify emerging gaps in children's learning and put strategies in place to help them to catch up where possible. For example, staff ask parents for photos from home to use as conversation starters during discussions. They say this has helped some children to make rapid progress with their speaking skills.

- Children with SEND are well supported and collaborative working with other professionals involved in their care is strong. Funding is used appropriately to support children's needs and to enable individual support where it is needed. All children make appropriate progress from their starting points.
- Close links with the school on site mean that children are familiar with what is expected of them by the time they move on. Children visit the school and interact with older children at the before- and after-school club. They are excited about, and ready for, their move on to school.
- Parents are full of praise for the nursery and for staff's kind and caring manner. Staff maintain a sound two-way flow of information with parents, keeping up with what children do at home. They encourage home learning, and parents feel involved and included. This supports the consistency of children's care and learning.
- Leaders source training to enhance staff's practice and to benefit children's learning. Staff feel valued and report feeling supported. However, arrangements for personal and professional coaching are inconsistent and the workload of some staff is more onerous.
- The committee has regular meetings with leaders and retains oversight of the nursery. The knowledge and understanding that those in governance have about their roles and responsibilities are not robust, particularly regarding the information contained within the policies and procedures. However, they are sufficient to ensure children's safety and there is no current resulting impact on children.

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:

- strengthen arrangements to support all staff with professional and personal coaching to enable them to fulfil their roles as effectively as possible
- strengthen the knowledge and understanding that those in governance have about their roles and responsibilities, particularly regarding policies and procedures.

Setting details

Unique reference number	EY429649
Local authority	Cumberland
Inspection number	10392389
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 11
Total number of places	45
Number of children on roll	44
Name of registered person	Gosforth Nursery Limited
Registered person unique reference number	RP530748
Telephone number	01946 725 800
Date of previous inspection	20 August 2019

Information about this early years setting

Gosforth Nursery Limited registered in 2011 and is located in Gosforth, Cumbria. The nursery is independently managed by a committee on the site of Gosforth C of E Primary School. It is open each weekday from 7.30am to 5pm, for 50 weeks of the year. Fifteen members of childcare staff work at the nursery. All staff hold relevant qualifications at level 2 or above, including two who hold a qualification at level 6. The nursery is registered to offer government-funded places for childcare and early education.

Information about this inspection

Inspector

Amy Johnson

Inspection activities

- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The children and staff spoke with the inspector during the inspection.
- The inspector spoke with the nominated individual and another committee member about the leadership and management of the nursery.
- The inspector observed the interactions between staff and the children.
- The inspector and the deputy manager carried out joint observations of group activities.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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