

Inspection of Coalbrookdale & Ironbridge Nursery

Coalbrookdale And Ironbridge Nursery, Dale End, Coalbrookdale, Telford TF8 7DS

Inspection date: 18 September 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

Children form strong and trusting relationships with staff. They feel safe and secure in the setting. Children arrive eagerly each day and are keen to join in play and socialise with their peers. Staff offer reassurance and cuddles to less confident children, which helps them to settle quickly and nurtures their emotional well-being. Staff deliver a well-sequenced and engaging curriculum that reflects children's interests and developmental stages. Activities are planned with clear intent. The curriculum builds effectively on what children already know and can do, and staff skilfully extend children's learning. For example, they encourage creativity by providing a variety of materials for children to design pet collars. Children enthusiastically select resources, express their ideas and develop fine motor skills and hand-eye coordination. They talk with staff about their creations, which promotes both language development and self-confidence.

Staff consistently model positive behaviour, using good manners and encouraging children to do the same. They calmly redirect children from any unwanted behaviours and reinforce their clear expectations. This supports children to manage their emotions in an age-appropriate way. Children understand and follow daily routines. They show independence as they wash their hands, tidy away toys and pour their drinks. Staff praise children in their tasks and give them encouragement to succeed. A special helper is assigned roles during the week, such as helping make snack or filling the bird feeders. This helps to boost children's confidence and supports their self-esteem.

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

- The long-standing team work extremely well together, sharing a clear and ambitious vision for the setting. They are committed to continually improving teaching and outcomes for the children in their care. Staff complete mandatory training, such as paediatric first aid. They engage in ongoing professional development, carefully monitoring its impact on children's progress. Students on placement are actively supported by staff, which promotes their professional growth and helps maintain consistency for the children.
- Most children show an eagerness to engage in the learning experiences on offer. They have a good range of resources that supports their development in all areas of learning. For example, they develop their imagination in the role-play area, showing empathy and imagination as they look after the dolls. They independently look at books, turning the pages to look at the pictures. Children learn about nature and the world around them as they plant seeds and grow vegetables. However, occasionally some children require additional support from staff during free play to maintain high levels of engagement and are not challenged enough to make the progress they are capable of.

- Staff develop children's communication and language well. They narrate children's play, talking to them about activities and encouraging conversations by asking open-ended questions. Children show enthusiasm to tell staff stories and discuss their ideas and concepts. For example, as children build with construction bricks, they tell staff about the castle they have made and who might live there. Children learn to express their ideas clearly, supporting their ability to interact confidently and lays a strong foundation for future learning.
- Staff seamlessly integrate mathematics into children's learning throughout the day. They count, discuss shapes, sizes, and colours, and introduce mathematical language during everyday interactions. For example, at lunchtime, children count how many are seated at each table, and staff use terms, such as 'more or less', to compare numbers. This gives numbers real-life context and supports children's understanding of early mathematical concepts.
- Staff actively support children's understanding of healthy lifestyles, including handwashing, oral hygiene and healthy eating. They engage parents in discussions about nutritious lunch boxes and share relevant guidance. Children benefit from daily fresh air and exercise in the outdoor learning environment. They develop physical skills as they explore, riding scooters and running and jumping in the play area. They use large muscles to mark make with water and brushes, further developing their early writing skills. Children negotiate and take appropriate risks and develop their resilience and self-esteem, which also benefits their mental well-being.
- Parents are highly positive about the setting, praising the warm, nurturing relationships staff build with both children and families. Parents comment that new starters are well supported with individual emotional care. From the outset, staff work in close partnership with parents, using detailed information to tailor care and learning to each child's needs. Staff support parents in areas, such as toilet training, offering support and advice. Daily communication is a key strength, with staff providing regular verbal updates and sharing important information about children's development and well-being.

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:

- develop routines to further support children ,who need more intervention during free-play activities, to sustain high levels of engagement.

Setting details

Unique reference number	EY549000
Local authority	Telford & Wrekin
Inspection number	10399284
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	2 to 4
Total number of places	24
Number of children on roll	12
Name of registered person	Coalbrookdale And Ironbridge Nursery CIO
Registered person unique reference number	RP548999
Telephone number	01952 433325
Date of previous inspection	26 November 2019

Information about this early years setting

Coalbrookdale & Ironbridge Nursery registered in 1977 and re-registered in 2017 when it converted to a charitable incorporated organisation. It is situated within Coalbrookdale and Ironbridge CofE Primary School. The setting employs two members of childcare staff. Staff hold qualifications at level 3 and above. The setting operates term time only from 8am until 3.30pm, Monday to Friday. The setting provides early education funding for all eligible children.

Information about this inspection

Inspector
Sue Smith

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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