

Inspection of Nunthorpe Children's Day Nursery

The Crescent, Nunthorpe, Middlesbrough, Cleveland TS7 0JW

Inspection date:

21 May 2025

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

There are breaches to the requirements of the 'Statutory framework for the early years foundation stage'. The provider has not ensured that the nursery's safeguarding policy and procedures are clearly understood. The provider has not made certain that all staff, including managers, report allegations and understand the importance of doing so without delay so that children's safety can be fully assured.

Senior leaders are supporting all staff to access further training and development opportunities. This is to improve the quality of care and learning experiences for all children, including those with special educational needs and/or disabilities (SEND). However, this is in the early stages and has not had enough time to have a full impact. This means that not all children are receiving good levels of support in their learning.

Staff establish positive bonds and attachments with children. Overall, children are happy and behave well. Staff communicate high expectations for children's behaviour. They remind children of the rules and encourage their good manners and turn-taking skills. For example, as they take turns in a game. Children develop their independence skills, as they pour drinks and serve their own nutritious meals, freshly prepared in the nursery. Children have plentiful opportunities to learn about the world around them. For example, they learn about bees and how they make honey. Staff frequently praise children for their achievements and this motivates children to have a positive attitude to learning.

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

- The provider's safeguarding arrangements are ineffective. For example, leaders fail to notify the local authority designated officer and Ofsted when allegations are made against staff. This is not in line with the local authority reporting procedures. Furthermore, some staff do not demonstrate that they have a secure knowledge and understanding of safeguarding. Therefore, children are not safeguarded.
- The provider's adopted written safeguarding policy does not include the correct action to be taken in the event of an allegation being made against a member of staff. This is a breach in requirements and compromises children's safety.
- The curriculum is not consistently planned with clear or sequenced intent for children's learning. Not all staff have adequate knowledge of children's individual needs to suitably target learning and support children to make consistently good progress. Furthermore, some resources, such as books, are not age-appropriate, are in poor condition, or are stored in ways that make them inaccessible to children. Babies who are learning to walk use unsuitable equipment like

lightweight plastic trolleys to support them before they are confident on their feet. This hinders children's ability to gain the skills and knowledge needed for their next stage of development.

- Overall, staff model good language and ask open-ended questions, giving children time to think and respond. Staff enthusiastically sing songs and rhymes with children. They introduce basic sign language to complement the new songs that children learn. Children are keen to select stories and look at pictures while staff model language to them. For example, toddlers delight in this engagement as they read a book about nursery rhymes. This supports children's communication and language skills.
- Staff offer a variety of engaging activities that encourage exploration, creativity and skill development. For example, staff provide toddlers with threading activities to promote their small muscles skills. They explore tea bags with water. Staff comment on what children do, adding in words such as 'pouring' and 'mixing'. This ignites children's curiosity and promotes their language.
- Children benefit from opportunities to develop their physical skills. They develop their balance and coordination as they climb steps to the slide in the garden. Toddlers spend a prolonged time throwing hoops over a cone. Babies delight in rolling balls down pipes and enjoy moulding play dough in their hands. Staff help them to learn how to negotiate the space around them safely. This helps children gain confidence as they explore.
- Support for children with SEND or those who are behind in some aspects of their learning is variable. While some benefit from targeted one-to-one support, others who have been in the setting for a longer period have not yet received the help they need to close gaps in their development. This means that not all children make the progress they are capable of.
- Some children attend, or have transferred from, other settings. However, staff do not consistently form links with other settings. This does not help them to get to know the children quickly or promote consistency in their learning.
- Partnerships with parents are positive. Parents feel that their children enjoy coming to the setting and are pleased with their progress. They appreciate the regular updates through the online app that inform them about their children's activities and how to support them at home. This helps to ensure continuity for children's care and learning.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff and leaders have a secure knowledge and understanding of safeguarding, including how to respond effectively when allegations are made	20/06/2026
implement a safe and effective safeguarding policy, including the correct procedures for when allegations are made against staff, to help keep children safe from harm.	20/06/2025
ensure that all staff receive the training and support they need to fully understand the aims of the curriculum and how to promote children's learning, so that children's learning experiences are consistently good	20/06/2025
enhance and raise the support for children with special educational needs and/or disabilities (SEND), and those that have fallen behind in their learning, to ensure that they receive the targeted and specialist help they require to make the progress they are capable of.	20/06/2025

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

- establish links with other settings that children attend or have transferred from, to exchange information about children and get to know them quickly, to help provide consistency in their care and learning.

Setting details

Unique reference number	508281
Local authority	Redcar and Cleveland
Inspection number	10398625
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 5
Total number of places	76
Number of children on roll	136
Name of registered person	Nunthorpe Nurseries Group Ltd
Registered person unique reference number	RP911209
Telephone number	01642 322580
Date of previous inspection	4 November 2019

Information about this early years setting

Nunthorpe Children's Day Nursery registered in 2001. The nursery employs 21 members of childcare staff. All of these, 18 hold appropriate early years qualifications at level 3 or above, including one at level 6 and two at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for nine months, two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Budge

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 and the manager carried out a joint observation of a communication and language activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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