

Inspection of Nurtured @ Packmoor

115 Silver Stone Crescent, Stoke on Trent, Staffordshire ST6 6XP

Inspection date:

13 August 2025 - 4 September 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 enjoy the time they spend in this welcoming nursery. They build secure attachments with friendly and caring staff. For example, children happily chat away to staff about their day. Babies receive reassuring hugs and cuddles as they play alongside staff. Children and staff enjoy singing songs together. Young children dance, shaking and tapping sticks together as they sing along and move to music. Staff promote young children's language skills and vocabulary. For example, children learn the names of body parts as they excitedly follow staff's instructions to tap their hips and move their feet.

Children delight in opportunities to play outside, steering and manoeuvring small cars around obstacles and sliding down slides on climbing frames. This promotes children's physical development well. Children enjoy healthy and nutritious meals and snacks. They learn about the world around them as they plant seeds and talk about how the foods they eat are grown. For example, they learn that tomatoes grow on plants above the ground and potatoes grow in the ground. Children behave well. For example, they respectfully follow the instructions given to them by staff, tidying away toys and washing their hands before eating. Routines are well established and followed by children across the nursery. As children play, staff praise their turn taking and acts of kindness towards their friends. This builds children's self-esteem and confidence.

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

- There have been some instances where requirements have not been fully met. Staff have not always reported, without delay, some concerns about inappropriate practice through the whistleblowing procedures. However, once leaders have become aware, immediate action has been taken. Policies and procedures have been reviewed, updated and strengthened. All staff have undergone extensive retraining. This ensures children's safety.
- Leaders have developed a curriculum that focuses on providing a supportive and caring environment for children. Staff use information gathered from parents and ongoing observations to identify starting points for children's learning. Focused assessment is then used to monitor children's learning and inform their next steps. Staff plan activities and learning opportunities that reflect children's individual needs and personal interests, helping them to make good progress.
- Leaders and staff swiftly identify and implement support for children with special educational needs and/or disabilities (SEND). They work closely in partnership with parents and additional professionals to promote the learning and development of children with SEND. This supports children's well-being and helps them to make good progress in their learning.
- Children develop number skills as they hunt for bugs. They smile with pride as

they confidently count the insects they find hidden under leaves and fir cones. However, staff do not always interact effectively with children to extend or challenge their learning as they play alongside them. For example, they do not ask questions about the toy animals and creatures that children add to water play to encourage them to think critically about their learning. This does not maximise learning opportunities for children.

- Staff plan a range of exciting activities for children to enjoy. For example, young children use play dough to add facial features to face outlines. This supports their social and emotional development well. Children learn to recognise and describe different emotions as they create 'happy' and 'sad' faces with play dough. However, during group activities, staff do not always ensure that all children contribute and are fully engaged in activities. Therefore, children do not always have opportunities to offer their thoughts and ideas, limiting the progress they make.
- Children learn independence skills. For example, babies eat independently with spoons at mealtimes, and young children pour drinks of water from jugs at snack time. Staff work in collaboration with parents when potty training children, ensuring that this learning step is carried out consistently between the home and the setting. This promotes their self-care skills and independence, preparing them well for the next stage of their education.
- Leaders evaluate the quality of practice and provision across the nursery to identify areas for further development. Staff receive focused training to develop their knowledge and skills and support them in their roles. Staff have regular supervision sessions and feel that their well-being is considered by leaders.
- Parents report that their children feel happy, safe and secure in this nursery. They explain that they receive regular information about the good progress their children make. Parents appreciate the care and attention given to the individual needs of their 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:

- enhance the planning of group activities so that all children are included and engaged in learning that maximises the progress they make
- develop the quality of staff's interactions with children, developing explanations to support, challenge and extend their learning, helping them to make high rates of progress.

Setting details

Unique reference number	2831987
Local authority	Stoke-on-Trent
Inspection number	10411645
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory 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	76
Name of registered person	Northfield Under 5's Limited
Registered person unique reference number	RP535233
Telephone number	01782 822 800
Date of previous inspection	Not applicable

Information about this early years setting

Nurtured @ Packmoor registered in March 2025 in Stoke-on-Trent. The setting employs 12 members of childcare staff, of whom one holds a relevant qualification at level 6, nine hold a relevant qualification at level 3 and two hold a qualification at level 2. The setting operates from 7am to 6pm, Monday to Friday, all year round, except bank holidays. The setting provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Sue Bradford
Tracey Boland
Johanna Holt

Inspection activities

- The inspection started on 13 August 2025. Inspectors returned on 4 September 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The manager, area manager and inspector completed a learning walk together of all areas of the nursery and discussed how the staff implement the curriculum.
- The inspector observed the quality of teaching and learning and assessed the impact this has on the children's learning.
- The inspector and the manager carried out a joint observation.
- The inspector spoke to the children and staff at appropriate times throughout the inspection.
- The inspector reviewed relevant documentation.
- Parents shared their views of the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025