

Inspection of School Lane Nursery LTD

Badsey First School, School Lane, Badsey, Evesham WR11 7ES

Inspection date: 13 March 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 are happy and settled at this homely and organised setting. They form secure relationships with the enthusiastic staff team who know them and their families well. Staff plan a broad curriculum inspired by children's individual interests and learning needs. Children make good progress from their starting points.

Children behave well because they know what staff expect from them. For example, to use kind hands, listening ears and walking feet. Children play cooperatively with their friends and use good manners throughout the day. Older children are polite and say 'excuse me' when they want to pass their friends. Staff place a strong focus on supporting children to be independent. They encourage children to decide what they would like to eat for snack. Older children use the toilet independently and put on their coats and shoes for outdoor play. Children wash their hands at regular intervals throughout the day. Staff help them to identify risks within their environment. Children know that the glasses they drink from can smash if they drop them on the floor. Staff provide children with daily experiences, such as yoga sessions to help develop their core strength, balance, and coordination. Children listen attentively and follow staffs' instructions. They breathe deeply, stretch and balance. Children skilfully position their bodies into yoga poses, such as the warrior, gorilla and elephant positions.

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

- Staff provide children with daily focused group activities and encourage them to make independent choices about their play. For example, what resources to play with and to play inside or outside. Children are eager to join in with group activities. They develop strength in their hands as they use their thumb and forefinger to pick up small objects and place them in a cup. Children take turns to count how many beads they have. Staff encourage young children to identify words, such as their name, month and day of the week. However, some children become restless and disengage in meaningful learning. Staff do not always consider the length of time the activity takes or whether it is developmentally suitable for the age group involved.
- Overall, staff promote children's good health. Children have daily opportunities to be physically active and play outside in the fresh air. Staff offer nutritious snacks, such as fruit and crackers and encourage parents to include healthy items in children's lunch boxes. They gently attend to the youngest children's personal care and effectively supervise hand washing time. However, staff do not use these everyday routines to fully support children's understanding of the importance of healthy eating and good hygiene practice.
- Staff regularly assess what children know and can do. They use this information to plan what they need to learn next. Staff swiftly identify when children are not

at their expected levels of development. They engage with parents and other professionals to put targeted support plans in place to help close any emerging gaps.

- Good settling-in procedures help prepare children for the move from home to the setting. Staff invite children and parents to participate in stay and play sessions, allowing them to become acquainted with each other and explore the environment. Staff gather a range of information from parents about children's interests and prior learning. They use this information to plan for children's future learning from the outset.
- Staff build strong relationships with professionals from other settings children attend or go on to attend, such as local schools. They share information with them to help offer a consistent and complimentary approach to children's learning and development.
- Partnerships with parents are strong. Staff share information with them in a range of ways. For example, through daily discussions, online learning records and termly progress meetings. Parents are very happy with the quality of care and education their children receive. They speak highly of the caring staff team. Parents comment on how happy their children are to attend and staffs' excellent communication.
- The provider meets regularly with the staff team to discuss best practice and identify training needs, which is targeted around their individual interests and needs. Staff are very happy and feel well supported in their roles. They comment on the high levels of support they receive for their professional development and their personal 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:

- review the duration of adult-led activities and make sure they are developmentally appropriate to support all children to be meaningfully engaged in their learning
- provide children with even more experiences to support their understanding of healthy eating and good hygiene practice.

Setting details

Unique reference number	2697896
Local authority	Worcestershire
Inspection number	10376078
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	40
Name of registered person	School Lane Nursery LTD
Registered person unique reference number	2697895
Telephone number	01386 830325
Date of previous inspection	Not applicable

Information about this early years setting

School lane nursery registered in 2022. It operates within the grounds of Badsey First School in Badsey. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery operates term-time only. Sessions are available from 9am until 3pm. The nursery offers funded early education for children aged from two to five years.

Information about this inspection

Inspector
Tina Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke with the inspector during the inspection.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to a number of 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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