

Northstowe Nursery

Unique reference number (URN): 2818415

Address: Stirling Road, Northstowe, Cambridge, Cambs, CB24 1DJ

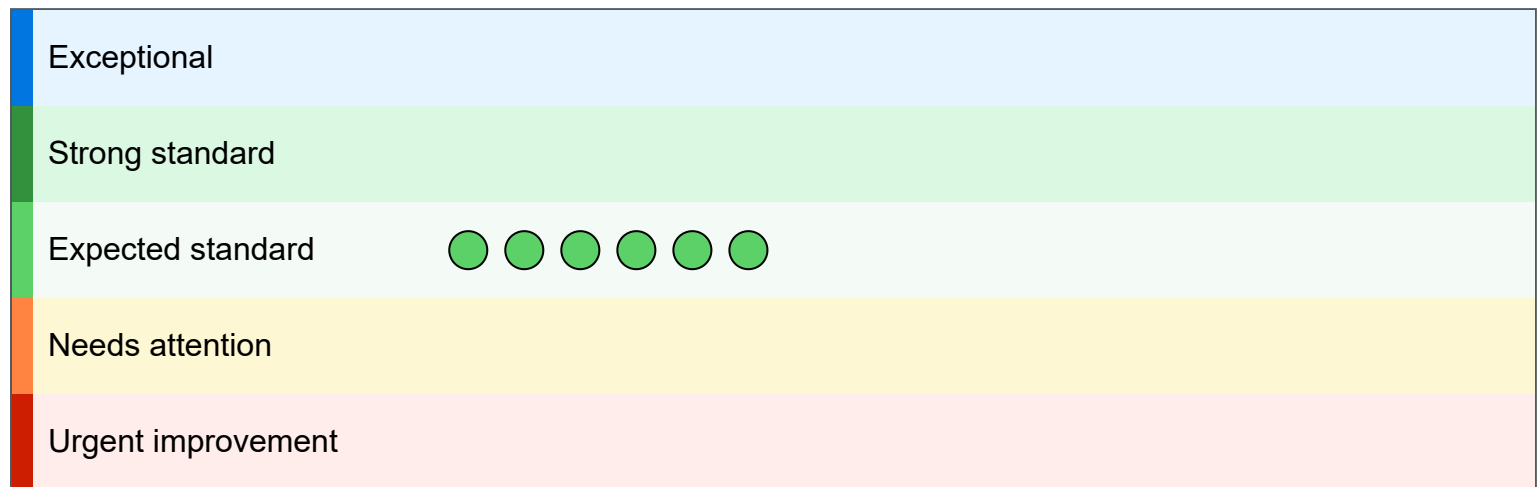
Type: Childcare on non-domestic premises

Registered with Ofsted: 18/11/2024

Registers: EYR, CCR, VCR

Registered person: Peacock Early Years Provisions Ltd

Inspection report: 5 December 2025



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Children enjoy regular group discussions, where they reflect on their learning and choose future activities to explore that follow their chosen interests. During these group activities, children sing songs and chat confidently with staff and their peers about their experiences at home. Children with special educational needs and/or disabilities join in these sessions with support from staff and benefit from the use of additional resources when required. Furthermore, children understand the need to listen to others, respond to questions and engage in two-way discussions. Developing these skills and behaviours means that children are well prepared for the routines and expectations they will experience at school.

Behaviour, attitudes and establishing routines

Expected standard 

Children form close bonds with attentive staff. Babies seek comfort from nurturing staff, who respond well to their needs and changing emotions. Older children enjoy the company of staff, who are enthusiastic to join in their play and support their learning around their choice of activity. For example, children flock to staff during story sessions, giggling at the funny voices they use to engage them in books.

Children form equally close bonds with their peers. They cooperate well in play, which contributes to a calm and harmonious learning environment. Staff encourage this by implementing consistent behaviour management strategies that children are beginning to adhere to independently. For example, children use sand timers to monitor the time they spend on popular activities.

Leaders have clear strategies in place to promote children's attendance and punctuality. They understand the importance of children receiving their full entitlement in order to prepare them for the next stage of learning and embed the routines that they will experience.

Staff encourage children to persevere in tasks and develop a positive attitude to learning from an early age. For example, babies demonstrate determination when sorting shapes into containers because staff offer encouragement and immense praise when they are successful.

Children's welfare and wellbeing

Expected standard 

Staff encourage children to recognise their emotions. Children identify how their behaviours and actions can influence the feelings of others. They adapt their games so that all their friends can join in, understanding how they may feel sad if they miss out on play.

Mealtime routines across the nursery are safe and consider the needs of children who may have allergies. Older children enjoy mealtimes with staff who support their social development and understanding of healthy eating. They clear away their plates after eating. These are routines that they will experience at school. However, staff working with babies do not consistently consider ways to incorporate teaching into mealtime routines and maximise learning opportunities for children.

Children build warm and close relationships with key staff, who are attentive to their needs. These relationships are particularly strong with children who are new to the setting and those with special educational needs and/or disabilities. These children respond well to the supportive and nurturing approach staff have with them.

Staff support children to develop an awareness of their personal safety and that of others. Children identify possible hazards in their play, ensuring that all games are safe for everyone. For example, children use scooters and tricycles in their outdoor play area. They understand the need to follow the road markings and stop to allow their friends to cross safely.

Curriculum and teaching

Expected standard 

Leaders reflect on children's current skills when preparing them for their next stage of learning. For example, they identify the need for young children to develop their independence prior to joining their older friends in the pre-school room. This focus is apparent in the way staff encourage young children to tidy away after play and begin to manage hygiene routines. Staff focus on developing children's communication skills and love of stories. They encourage babies to mimic the noises that animals make and support more confident communicators to learn the names of animals. Older children explore their favourite books during activities. For example, they create their own 'Gruffalo' pictures while referring to the book and construct scenes from the story in their playground.

Staff adapt their teaching for all children. Babies learn to count objects and identify colours in play. Older children learn more complex language around shape. They identify simple shapes before staff encourage them to explore more complex three-dimensional shapes. This approach extends to supporting children with special educational needs and/or disabilities (SEND). Staff understand how these children learn best and focus their teaching around this. For example, staff have constructed an indoor playground where children with SEND can explore all areas of learning based on their strong physical skills.

Inclusion

Expected standard 

Leaders have good oversight of children's differing needs gathered through close assessment and detailed partnership working with parents and carers. Distribution of any additional funding considers children's specific needs and is allocated with input from all parties who are involved in children's development. For example, staff provide additional sensory resources for children who struggle focusing during group discussions.

Staff are knowledgeable about children and their specific needs and support them well during play. Leaders ensure that staff have appropriate training and develop the skills required to promote children's learning. For example, staff working with children who may struggle regulating their behaviour complete additional training. This enables them to provide consistent support for children during group activities and promotes children's engagement with their peers.

Partnerships with other professionals are strong and promote a collaborative approach to supporting children's needs. Leaders, staff and professionals work together to identify children's needs. Robust ongoing assessments involving all parties mean that staff are able to assess the effectiveness of strategies and adapt their approach if necessary. Furthermore, leaders understand how timely referrals will ensure that support is in place to aid children's transition to school and support them in their ongoing learning.

Staff and leaders are attentive to the needs of children and families who are known or previously known to social care. Leaders provide additional support for families, and staff are vigilant to any concerns. This empathetic approach means that children's needs remain paramount.

Leadership and governance

Expected standard 

Leaders diligently reflect on the care they provide and respond to the changing needs of children and families. They are aware of changes in the community and use this knowledge to inform future practice. Parents and carers acknowledge how recent changes in leadership have brought about significant improvements to the care children receive. For example, children with special educational needs and/or disabilities (SEND) receive more precise teaching from staff and other professionals.

Leaders provide regular support and training for all staff. They conduct robust supervision sessions, and staff have access to additional training opportunities to support their development. As a result, staff demonstrate enthusiasm in their roles and report that they are excited about their ongoing development. The provider facilitates close working relationships among leaders and staff. Managers regularly attend meetings, where they can share good practice and provide one another with support and ideas to drive practice and promote morale in the team.

The key-person system is generally well organised. Children with SEND receive strong support from knowledgeable and experienced staff to fully promote their learning. However, leaders are not always mindful of attendance when considering the key-person role. This

means that on staff's days off, some children are supported by members of the team who do not have such detailed knowledge of their unique circumstances.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

What it's like to be a child at this setting

All children demonstrate they feel happy and safe in their environment. They are excited to arrive and greet staff and their peers warmly. Children swiftly settle into their choice of play alongside their friends, with attentive staff on hand for support. Children demonstrate a sense of belonging in their nursery. They engage well with one another, staff and visitors.

For example, babies wave and smile when new adults enter their room. Older children are keen to show visitors around their vibrant environment and encourage them to join in their favourite activities.

Leaders develop a curriculum that provides children with the skills they will require for their future learning. Staff consider the varied needs of children, including those with special educational needs and/or disabilities, when delivering teaching that supports children to make progress. For example, staff carefully adapt their teaching so that it builds on what children already know and still need to learn. This means that children learn at an appropriate pace and develop a positive attitude to their learning.

Staff demonstrate a deep understanding of children's unique personalities and learning needs and make every effort to meet these needs during play. For example, staff support children who struggle in social situations to join in group activities. This enables children to develop an understanding of appropriate behaviours, such as turn taking and listening to their peers.

Parents and carers speak positively about leaders and staff. They acknowledge how recent changes to the management team have brought about improvements. Parents appreciate how staff communicate and consider their opinions when supporting children's progress and routines. For example, leaders have recently adapted drop-off routines to provide flexibility for families, while also encouraging punctuality. This means that children access their full entitlement of early education.

Next steps

- Leaders should consider ways to enhance learning opportunities for babies during daily routines, such as mealtimes.
 - Leaders should enhance the organisation of the key-person system to ensure that babies are cared for by staff who have a consistent understanding of their early experiences in order to maximise support and teaching.
-

About this inspection

The inspector spoke with leaders, staff, the provider, parents and children during the inspection.

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.

Inspector:

Antonia Campbell

About this setting

Unique reference number (URN): 2818415

Address:

Stirling Road
Northstowe
Cambridge
Cams
CB24 1DJ

Type: Childcare on non-domestic premises

Registration date: 18/11/2024

Registered person: Peacock Early Years Provisions Ltd

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 17:30

Local authority: Cambridgeshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 5 December 2025

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

80

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 2026



© Crown copyright