

Cathedral View Childcare - Central

Unique reference number (URN): 2767953

Address: 72-74 Market Street, Ely, CB7 4LS

Type: Childcare on non-domestic premises

Registered with Ofsted: 07/12/2023

Registers: EYR

Registered person: Cathedral View Childcare Ltd

Inspection report: 2 April 2026

Exceptional	
Strong standard	● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

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.

Strong standard ●

Achievement

Strong standard ●

All children, including those who face barriers to their learning, gain the depth and breadth of knowledge and skills they need to be very well prepared for their move on to school. Children of all ages engage enthusiastically in a wide range of learning opportunities, revisiting key skills to embed their knowledge and apply it confidently. They enjoy selecting and looking at books independently, pointing out objects to staff. Babies and toddlers develop their physical skills, building their strength and coordination. They persevere and celebrate when they master their early walking skills.

Children become confident and articulate communicators. Older children eagerly engage in meaningful conversations with their peers and adults, sharing their thoughts, ideas and experiences with ease. They develop their imagination and thinking skills successfully and show pride in their achievements. Children confidently share their creations with others and show determination to complete tasks to the best of their ability.

Inclusion

Strong standard ●

Leaders and staff get to know children exceptionally well. They are ambitious for all children, regardless of their starting points. Leaders and staff use effective monitoring systems to track children's development, quickly identifying any emerging gaps in learning. They are attentive to children's needs and are keen to understand some of the barriers that children and their families may face. Staff access a range of training to extend their knowledge and expertise to best support children. When speech and language gaps have been identified, children respond positively to opportunities to develop their skills. They use the Makaton signs they have learned, explore and use new vocabulary, ask and answer questions and apply words appropriately in meaningful situations, showing growing confidence in expressing their ideas.

Leaders work closely with parents and carers to agree clear, targeted strategies that support children's ongoing progress, including those who may face barriers to their learning, ensuring that timely interventions are in place. They work with external agencies to ensure that all children's needs are met, demonstrating a clear understanding of processes and seeking additional support when required.

Leaders and staff carefully plan children's transitions into the setting and when moving to other nursery rooms to ensure that children are extremely well prepared for each stage of their learning. Leaders ensure clear communication between parents and staff, for instance, so that children's individual needs are met. As a result, this supports calm, smooth adjustments that promote children's security and ongoing progress.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Staff build positive and supportive relationships with children, creating a calm and welcoming environment. Leaders and staff set clear expectations for behaviour, which is reflected in children listening, cooperating and following simple instructions. Staff manage children's behaviour calmly, using gentle prompts such as 'walking feet' to reinforce routines. Staff respond well to children's needs, recognising cues and offering appropriate support, using a sand timer, for instance, to help support children to wait patiently at the table for their lunch.

Children respond well to praise and actively take part in daily tasks, such as tidying away, showing an understanding of routines and a sense of responsibility. Children share, take turns and show kindness to each other. Staff are positive role models and support children in sharing how they feel. As a result, children begin to see how their actions affect others. Children grow positive social skills in a caring, nurturing setting.

Leaders encourage regular attendance and maintain effective communication with parents and carers. They discuss care routines, behaviour, attendance and punctuality, and agree on shared strategies so that children experience consistency between home and nursery. Staff understand the procedures for monitoring attendance and follow up consistently with families when needed, promoting children's ongoing participation and engagement in daily routines.

Children's welfare and wellbeing

Expected standard 

Leaders provide well-structured and thoughtfully planned settling programmes for all children, which are flexible to respond to the individual needs of each child. Staff actively engage with parents and carers to gather essential information regarding children's care and development. This ensures that staff can plan effectively to meet the children's needs. Children benefit from familiar routines that mirror those at home, contributing to a sense of security and stability. This helps children feel confident and settled. Babies and young children are supported to settle for sleep with the care of familiar staff and, where appropriate, their personal comforters. Staff demonstrate a clear understanding of the sleep policies.

Leaders encourage children to be active and eat well. Children's individual dietary requirements and needs are very well supported. All children benefit from well-balanced nutritious meals and snacks. Older children take responsibility to serve their own meals, which supports those children who are getting ready for school.

Staff support children's physical development effectively by providing a variety of surfaces and environments that challenge and extend their physical skills. Babies and younger children receive the support they need to pull themselves up, helping them develop the balance, coordination and strength required to master their early walking skills.

Curriculum and teaching

Expected standard 

Leaders have designed a well-sequenced curriculum that builds on what children know and can do. Staff use assessment trackers to monitor children's progress and plan for their future learning. They ensure that children have regular opportunities to practise skills that support their self-help and care needs. Staff plan activities and routines based on their assessments of what children already know, promoting children's independence and confidence. Staff prioritise spending time with children new to the setting. This supports them to feel safe and secure in their care.

Staff focus on supporting children's communication and understanding. They use simple words and repetition to help babies learn new words. Staff ensure that older children hear and use language as they play with adults and each other. They generally use strategies, such as Makaton signing and visual aids, to aid communication and help children convey their needs.

Staff typically follow children's interests and extend their ideas. This helps children to focus for longer periods and builds their creativity and confidence. Staff teach children about the wider world using books, discussions and maps, for example. They explore similarities and differences between families and cultures. Outdoors, older children enthusiastically explore the available resources. However, leaders and staff do not always help children to build on their understanding of how to keep themselves and others safe, for instance removing items rather than encouraging children to work out things for themselves. Leaders are aware that the curriculum needs to be embedded throughout the nursery, following the recent changes made to the layout.

Leadership and governance

Expected standard 

The provider is passionate about providing the best environment for children to thrive in. Parents, children and staff are often asked to give their views, which creates a real community feel to the nursery. Leaders work collaboratively as a team and have high expectations for all children. They continue to evaluate the nursery provision and make improvements to benefit the needs of the children. For example, the recent building work to convert the loft space allows for more dedicated rooms for the different ages of children attending.

Leaders develop close links within the wider community. Staff regularly visit local places and attend events in the community with groups of children. This offers children enriching experiences that help broaden their understanding of the world around them.

Leaders provide supervision, ensuring that staff have regular opportunities for training to enhance their practice. They are aware that the curriculum now needs to be embedded following the recent changes to the layout of the nursery. However, leaders have not fully established ways to help staff develop their own confidence and deepen their knowledge about how to deliver the curriculum content to continually improve the learning experiences of all children.

Staff share that they are well supported by leaders and the team around them. Leaders make staff's wellbeing a high priority, and this in turn leads to a happy staff team. Staff work

well together as a team and are passionate about the nursery, expressing their enjoyment at working there. They feel valued and well supported to do a good job. Staff take on community challenges outside of work to help raise funds and awareness of meaningful organisations to families who attend, such as the Lullaby Trust.

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

Children enjoy the time they spend at this warm, welcoming and homely nursery. They arrive happily and show that they feel safe and secure in the environment. Children build warm, trusting relationships with their key person and other staff, including leaders. Staff respond with care to each child's needs. They take time to get to know babies and children new to the setting so that they can fully understand their uniqueness. Staff offer calm reassurance and attentive care. This helps children to settle quickly as they become familiar with their new space.

Children are busy as they play and explore. Babies and toddlers enjoy sensory play, investigating a range of media, such as sand, soil and paint. They express delight as they use chunky paintbrushes and fill and empty containers with sand. Toddlers bring books over to staff who take the time to point out pictures, providing the names of items to support children's developing vocabulary. Older children are well supported to develop a love of learning. They concentrate for prolonged periods of time and remain purposefully engaged at activities of their choice. Children are proud to show their friends and adults what they have achieved. Outdoors, children enthusiastically explore the available resources. They develop their coordination skills as they use bats and balls, and they instigate games of hide and seek with staff, who join in with enthusiasm and purpose. Children confidently recall prior learning and count as they play. They use their imagination, making 'whale food' at the outdoor kitchen, and move around the area as 'dinosaurs'. Staff are well deployed and engage effectively with the children as they play and explore.

Children are regularly provided with enriching experiences that help broaden their understanding of the world around them, such as visits to the local care home, for instance. Leaders work closely with parents and carers to ensure that children attend regularly and benefit fully from the learning experiences on offer.

Next steps

- Leaders should build on the already sound practice and seek further ways to help all staff develop more confidence in their role to ensure consistency in delivery of the curriculum content.
 - Leaders should make sure all children have opportunities to take some responsibility to keep themselves and others safe.
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About this inspection

The inspector spoke with the provider, leaders, staff and parents 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:

Karen Harris

About this setting

Unique reference number (URN): 2767953

Address:

72-74 Market Street
Ely
CB7 4LS

Type: Childcare on non-domestic premises

Registration date: 07/12/2023

Registered person: Cathedral View Childcare Ltd

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

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 2 April 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

89

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.

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