

The Old Rectory Nursery (Barwell)

The Old Rectory Nursery, 93 Shilton Road, Barwell, Leicester, Leicestershire, LE9 8BP

Inspection date	26/02/2013
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are provided with an excellent range of exciting and challenging activities in the nursery, which enables them to develop their learning extremely well. Parents and carers are fully involved in children's learning and are very well-informed about their progress.
- Children are extremely safe at the nursery as all staff supervise children very closely and the manager makes rigorous checks on the implementation of the excellent safeguarding policy. Staff carry out robust risk assessments each day, which means that all potential hazards are minimised.
- The caring, family atmosphere of the nursery enables children to feel exceptionally secure and happy. They form close bonds with their key person and there are excellent relationships between all staff and children. They have extremely good independence in their personal care routines and make their own choices in their play and at meal times.
- There is excellent teamwork between all staff as they evaluate the provision regularly and identify sharply focused areas for improvement. The manager monitors the educational programmes and staff performance extremely effectively so that children benefit from extremely high quality learning experiences.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play rooms and the outside learning environment, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager, who is also the provider of the provision.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full Report

Information about the setting

The Old Rectory Nursery opened in 1986 and re-registered as a limited company in 2005. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms on the ground floor of a large detached house and is managed by the owner. The nursery serves the local area and access is via a shallow step at the front of the building. There are also some steps up to the front porch. It opens on Monday to Friday from 8am to 5.30pm all year round with the exception of bank holidays. There is a large enclosed garden available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 and 5. Children attend for a variety of sessions. There are currently 65 children attending who are within the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities and receives support from the local authority.

What the setting needs to do to improve further

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

- continue to further develop the ongoing training and professional development of staff in order to maintain the high quality provision in the nursery so that children continue to receive exciting and challenging learning experiences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children experience a wealth of very exciting activities at the nursery. They are all very enthusiastic in their play and learning and staff allow them to develop their play in their own way so that they are able to explore their world and apply their learning in a range of contexts. Staff have a thorough knowledge of the Early Years Foundation Stage, which enables them to plan imaginative and challenging activities that meet the individual needs of all children. The staff in each room work highly effectively together to plan for their key

groups. They make detailed observations on children, which are recorded in their 'learning journeys'. They show clearly which specific early learning goals they relate to and the progress children are making in their learning and development according to their age groups. This information informs the planning of each child's next steps in learning and is shared with parents on a regular basis. They discuss this with their child's key person and find out how they may support their learning at home. Children are regularly asked for their opinions about the activities and resources in the nursery and these are taken into account during planning and when ordering new resources. Parents may see and contribute to their 'learning journeys' at any time. They contain regular contributions from parents about children's achievements at home and an ongoing 'all about me' section, to which parents add throughout the year. Parents and carers are extremely well-informed about their children's activities and routines through daily discussion and home link books. Highly successful strategies engage all parents in their children's learning at the nursery and at home.

The baby room is extremely well thought out and babies really enjoy choosing colourful, exciting toys to play with. They explore the texture of sand and the feel of paint when they take part in whole body painting as they sit in large trays. They have fun playing with the bubbles in the bath when it is washed off. The babies explore a wide range of exciting natural objects in treasure baskets and are very enthusiastic in their play with push button toys from which they know they can produce sounds and effects. Older babies are very engaged when looking at small cloth and card books on their own or with staff.

Toddlers show great excitement as they are read the story they choose and join in with the parts they know as a member of staff pauses to allow them to complete the sentence. They learn early reading and writing skills exceptionally well through finding their name cards when they arrive and in many mark making activities with a wide range of media. Children learn the purpose of writing when they 'write' in the appointments book in the hairdressers role play area.

The pre-school children are extremely engaged and enthusiastic in their learning. Two children work imaginatively together at the work bench, pretending to be workmen in hard hats. One child gets some smooth pieces of wood while the other one tries to fit it in the vice. They work out which way they need to turn the handle so that it closes on the wood to hold it in place so they can hammer it. They concentrate very well and persevere until they succeed. There are a great many activities of this nature, which allow children to develop their own play, which they may return to and continue without having to put it away. This means they develop their own learning styles and are exceptionally well challenged through highly-skilled interaction from staff. Children develop their physical skills extremely well through the use of the many wheeled toys, the exciting climbing and balancing equipment and the balls and hoops. The outdoor area provides a rich, varied and imaginative learning environment where all children have the freedom to develop their imaginations and lead their play as they make dens in the specially designated section of bushes developed for this purpose, or in tents and with all kinds of toys and resources. They build with natural materials and enjoy digging in the soil and gravel and watering the plants. Children find out about people who help us through the visits from the fire service and police and their exploration of the police car and the fire appliance. Children's language and vocabulary is developed very well indeed as staff are aware of

how to use highly effective questioning to encourage children's thinking and communication skills. During a play dough activity, pre-school children are encouraged to talk about what they are making, what they might need to add to their models, how many ears and eyes they need and to use descriptive words about their models. For example, a child says the elephant is getting a 'big tummy' as more dough is added to it, or the dinosaur has a 'little tail'.

Children with special needs and/or disabilities are supported extremely well as staff work closely with their families and other professionals, such as a speech therapist. Staff undertake specific training relating to each child's needs, so that they are able to support children very effectively. All children at the nursery learn to sign and staff are undertaking further training to extend their skills in this so that children who prefer to communicate in this way are able to express themselves fully and benefit from all the activities. All children are continually challenged and stimulated in their activities through the skilful guidance of staff so that they make the best possible progress and are ready for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Children feel extremely secure in the very homely, family atmosphere of the nursery. There are excellent relationships between staff and children and they all really enjoy playing together. Toddlers and pre-school children join together for social and communication sessions when they play ring games and musical games which require them to hold hands, play together and get to know each others names. This helps children to gain confidence and to develop their social skills very effectively. Parents spoken to on the day of the inspection say this is one of the reasons they chose the nursery as their children settle very quickly with the very caring staff and they enjoy the company of the other children. Behaviour is excellent and children really enjoy playing and cooperating together.

Children are encouraged to be independent as pre-school children get their own plates and cups at meal times and help themselves to the exciting choice of fruits and cereals at snack time. They are relaxed and happy as they chat to each other and staff and are told that milk will give them strong bones, as they pour it carefully into their cups. Babies and toddlers manage to feed themselves very well, with younger babies helped by staff. They wait patiently for their food and tuck in enthusiastically. There is a varied menu of nutritious food cooked at the nursery. Children choose their own activities and babies choose picture cards to show which songs they would like to join in with. They sit happily together while staff sing to them and they join in as much as they can, smiling and wiggling their bodies. Older children manage risks well with close supervision as they negotiate the small climbing wall up to the slide and shriek with delight as they slide down it.

Children learn to become independent in their personal care routines as they are encouraged to visit the bathroom on their own when they are old enough. They put their own coats and hats on, then hang these up when they come back indoors. Children have

fresh air and exercise each day in the large garden and on their walks to the local shops or to feed the ducks at the park.

Children's transition to schools or other settings is greatly eased as there are very close links with other local early years providers and primary schools. Reciprocal visits between teachers and children between the nursery and schools help children to become familiar with the staff and the school building so they feel secure. When children move to a new room in the nursery, they spend increasing amounts of time there with their key person until they are settled enough to be with the other children and staff. As the nursery is small, children know the staff and the other children to begin with. Key persons are highly skilled and sensitive in helping children to feel secure in a variety of situations.

The effectiveness of the leadership and management of the early years provision

Since the last inspection, the new manager has implemented very many improvements, which has had a significant impact on the quality of the nursery provision. For example, she has significantly improved planning and assessment and the quality of teaching and she has developed the garden area particularly well. There is excellent teamwork in the nursery and staff meet regularly to evaluate the provision. They reflect on planning on all aspects of provision and include the views of parents and children in order to identify areas for improvement. Children are led around the garden and the nursery and are asked what they enjoy doing most or what else they would like to have in the nursery. Parents fill in questionnaires and comment on the provision, but they say there is nothing they want to change as they are extremely happy with the nursery. The manager monitors the planning and teaching highly effectively through observations and discussion. Staff further their professional development and training according to their interests and needs targeted through regular appraisals. The manager ensures that all staff have a thorough understanding of the policies and procedures in the nursery. New staff are given a detailed induction and are extremely well supported in their practice and in becoming familiar with the nursery procedures. Staff attend regular training courses, such as how best to support boys in their learning and a communication and language course. This increases their awareness of children's needs and improves the focus and quality of their planning.

Children are exceptionally safe at the nursery as robust recruitment procedures ensure that all staff are suitable to work with children. The meticulous policies and record keeping reflect the highly developed understanding of the manager regarding child protection and ensures that this is passed on to all staff. All staff have attended recent safeguarding training and the manager monitors their understanding and practice very closely. Highly-detailed and effective risk assessments are carried out each day so that children are safe in all areas of the nursery, including the garden. Robust procedures for the collection of children and for emergency evacuation means that children are extremely well protected. A communication board and book are used by staff to pass on important messages about children's health and well-being so that their health is not compromised.

There are very strong partnerships with parents and carers and other professionals. Nursery staff liaise with the staff at children's other settings so that there is continuity of care and their learning is complemented. Children's progress records are passed on to their schools or new settings and information about them is shared so that their needs continue to be met. The local early years advisor makes regular visits to the nursery and has played an important role in the improvement and monitoring of the provision since the last inspection. With her guidance, staff work on specific targets for improvement, which are assessed at each visit. Extremely rapid progress in the improvement of the provision means that all children are now making very good progress in all areas of learning and their time at the nursery provides them with a very strong foundation to their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY302880
Local authority	Leicestershire
Inspection number	877891
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	65
Name of provider	The Old Rectory Nursery (Barwell) Ltd.
Date of previous inspection	26/01/2009
Telephone number	01455 843929

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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