

Rectory Nursery School

Hightrees, The Nook, Corby, NN17 1XA

Inspection date

Previous inspection date

23/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
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	2

The quality and standards of the early years provision

This provision is good

- Children are welcomed into a warm, friendly nursery, where they are highly valued and included, to develop strong attachments and relationship with adults and each other.
- Effective and clear safeguarding procedures are in place, creating an environment where children feel safe and protected from harm.
- Children's good health is promoted as they eat a varied range of nutritious foods to extend their tastes, which are freshly prepared on site.
- The leadership of the nursery strive for excellence, ensuring that the nursery continues to develop the highest possible standards.

It is not yet outstanding because

- There is scope to improve the opportunities available for children to play and explore through the use of open-ended resources particularly in the outside area.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 had a tour of the nursery.
- The inspector observed free play, both in and outside, focused activities and mealtimes.
- The inspector looked at children's assessments, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's documentation, policies and procedures.

Inspector

Ann Lee

Full report

Information about the setting

Rectory Nursery School was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately run provision and is situated in a converted rectory in the old village of Corby, Northamptonshire. The nursery serves the local area and beyond and is accessible to all children. Children have access to designated rooms according to their age and stage of development and there is a fully enclosed area available for outdoor play. There are currently 26 children in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. The nursery employs six members of childcare staff. Of these, five members of staff hold appropriate early years qualifications at level 3 and above. This includes one member of staff who has Early Years Professional Status. The nursery opens Monday to Friday all year round from 8am until 6pm.

What the setting needs to do to improve further

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

- provide more opportunities for children to explore, be creative and use their imagination through the use of open-ended resources which do not have an intended use, purpose or aim, such as crates and fabric, particularly in the outside area.

Inspection judgements

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

Children are excited when they arrive at the nursery. Parents and children are warmly greeted in the reception area by staff so that they feel welcome. The environment is very well resourced and attractively organised to engage children's interests. Children take pleasure in their learning and achieve well in relation to their starting points. Staff gather relevant information from parents before children start at the nursery about their preferences and capabilities, enabling appropriate planning in line with their interests and stage of development, ensuring that children settle quickly. Staff continue to teach, observe and assess children well and use the information effectively to identify children's next steps in their learning and plan for their future development. As a result, children are appropriately challenged and effectively supported. Staff have a secure knowledge of how children learn and have high expectations for all children. They are effective role models for children, scaffolding their learning and extending their vocabulary. For example, a member of staff asks a child what shape train tracks they need to create a circle. The child correctly identifies the tracks and together they celebrate the success with continued interaction about trains. Picture cards with words are created to help children with limited

English to communicate with staff, these are also given to parents for use at home. Parents are able to see their children's learning journey record and talk to staff about the achievements their children make. The nursery is active in increasing children's readiness for school. There is a strong focus in the pre-school on increasing children's independence. For example, children prepare the table for mealtimes and serve their own lunch. The nursery visits the local school and this enables them to have an understanding of what reception class teachers expect from children.

Educational programmes are varied and offer play opportunities to meet every child's needs and interest. However, there is scope to increase the use of open-ended resources, particularly in the outside area, to extend opportunities for children to play and explore creatively. The environment is attractively organised, safe, homely and well resourced, allowing children to freely move around and to take their learning where they choose, whether inside or outside, which develops their decision making skills. Resources are well labelled with both pictorial and the written word, preparing children for understanding that words have meanings, which strengthens their early literacy skills. Children throughout the nursery benefit from a range of sensory activities delivered according to their age and stage of development. Babies explore the texture of rice pudding in a builders' tray using their hands, feet and mouths. These not only aid children's sensory experiences but also increase their fine motor development. During these focused adult-led activities, staff interaction is effective and helps to promote children's language and thinking skills.

Children love playing in the outside environment. Children enjoy riding sit-and-ride toys, and running in groups across the grassed area. Children gain an understanding of shape, size, number and the world around them through different activities they experience outside. For example, they look for ladybirds and other insects taking an interest in what the insects like to eat and how they live outside. Children are encouraged to take pleasure in books and have access to a wide range. They are encouraged to borrow a book to share with their parents. This supports and extends children's learning opportunities at home. Parents are positive about the quality of the nursery, commenting that it is the best they have seen and they could not be more satisfied at how quickly their children have settled and the progress that they are also making.

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

Children feel secure and happy at the nursery. Staff are friendly, and welcome all children and their families into the nursery. An open-door policy exists, enabling parents to talk to staff whenever they wish. The key-person system is highly effective and helps children to feel safe and secure. Children form extremely secure attachments with warm, affectionate and caring staff. This support extends to families forming meaningful relationships that support children's learning and continuity of care. This means that children have an extremely positive sense of emotional well-being. Children's behaviour is good. A system of positive reinforcement is used to support appropriate behaviour. Staff are exemplary role models and gently remind children about the rules, such as not running indoors, being kind to each other and good manners. For example, when a child informs another that they should answer when spoken to, a member of staff reminds them that they have not answered as it is rude to speak while eating. Children in the pre-school room are given

opportunities to consider the impact that their actions may have on others through the use of a 'feelings mat' which is surrounded by pictorial images of facial emotions.

The nursery is passionate in teaching children about maintaining a healthy lifestyle. Children are provided with a healthy menu that is freshly cooked on a daily basis. They are encouraged to develop their physical skills both inside and outside, to climb, slide and enjoy the extensive and generally widely-resourced outdoor area. Children happily and enthusiastically run in the grass area with no specific aim but enjoying the freedom of space. The cook supports the vision of ensuring that children are encouraged to eat and enjoy healthy food. The pre-school children enjoy learning how to prepare healthy meals for themselves during cookery sessions. This healthy regime is extended to parents via the nursery's newsletter. All children are encouraged to try new, healthy food. Staff eat their meals with the children discussing what they are eating. For example, a member of staff advises children that food makes their muscles strong and their teeth white and healthy. Children grow vegetables in pots and watch them grow. In addition, there are plans in place for children to start to grow more of their own vegetables that will be used in the kitchen for their meals. This will support children's understanding of where food comes from in addition to developing physical skills.

Staff demonstrate an excellent understanding of the children in their care, which allows them to tailor care routines to their individual needs. For example, although children in the pre-school room do not usually require a sleep during the day, there are several quiet areas to sleep if they wish. Other care routines are expertly and sensitively managed. For example, the nappy changing area in the babies' room is located in a cubicle within the main room to offer privacy. While changing children's nappies, there is consistent and meaningful communication with them, including singing to them. This means that children thoroughly enjoy these times.

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

The manager is highly motivated and manages the nursery well, which impacts on the staff team, all of whom share a vision to achieve excellence throughout all areas of the nursery. An effective system of reflective practice, that all staff are involved in, ensures that development of quality is continuous. The manager is clear in her understanding of her responsibility for the implementation of the Early Years Foundation Stage and ensures that the education programme is robust and reflected upon. Planning and assessment are recorded and monitored and are of a consistently high standard, ensuring that gaps in children's learning are quickly identified and progress can be effectively tracked.

The recruitment and retention of staff is comprehensive. They consist of a robust interview process and regular supervision sessions that inform professional development ensuring that staff are of a high quality and continue to improve their understanding and practice. Safeguarding is very thorough. The manager understands the significance to children and their parents in ensuring that the premises are safe and secure. A closed circuit television system operates in all the rooms and can be viewed by the manager throughout the day. All staff have an in-depth knowledge of child protection procedures

and regularly attend training to update their knowledge. Clear and effective policies and procedures are in place, which includes a clear policy on the use of mobile phones in the setting. Accident and medication reporting systems are robust and effective, supporting children's well-being.

The strong partnership between the nursery and parents ensures relevant information is shared between them. Parents are kept informed about daily routines and activities through daily discussion with staff. All parents expressed confidence and delight in the standard of care, communication and their child's preparation for the future. They feel very welcomed into the setting and are happy with the progress their children are making. The nursery goes an extra mile to ensure all parents are engaged with their children's learning. For example, they hold a monthly coffee morning for parents to come and see how the children learn and develop within the nursery. The information displayed in the reception area ensures parents are kept fully informed about the life of the nursery. The nursery is working with a local school to create a meaningful relationship that will support transitions and continuity for children.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY471064
Local authority	Northamptonshire
Inspection number	941213
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	139
Number of children on roll	26
Name of provider	Gabriel Care Homes LTD
Date of previous inspection	not applicable
Telephone number	07941776857

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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, which are usually the childminder's 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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