

# RSC Nursery

24 Cottage Lane, Shottery, STRATFORD-UPON-AVON, Warwickshire, CV37 9HH

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 31/10/2014 |
| Previous inspection date | 10/08/2009 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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

- Babies and children have a fantastic time at nursery. The head of nursery and the staff have created a most welcoming and stimulating environment, where children very confidently express their ideas and lead their own discoveries.
- The head of nursery and the staff have a thorough knowledge of children's needs, as a result of their rigorous monitoring of their learning and development and highly effective information sharing with parents and others. The staff's skilful planning and excellent teaching ensures they very successfully promote and extend children's understanding and skills so they make outstanding progress.
- Babies and children are enthusiastic and extremely effective learners. They are very keen to join in, concentrate and are articulate and expressive speakers. Children relish the many wonderful opportunities to be active, explore, build and construct. They confidently test things out and readily tackle practical problems.
- Children are fully safeguarded. The head of nursery and the staff are passionate and professional in their efforts to ensure children thrive, grow in confidence and are fully protected from harm. They carefully monitor children's well-being and skilfully promote their understanding of how to keep themselves healthy and safe and of how to safely develop positive relationships with others.

## 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 observed activities in the four playrooms and the outside learning environment and carried out a joint observation with the head of nursery.
- The inspector held meetings with the head of nursery and spoke to children and staff throughout the inspection.
- The inspector looked at and discussed children's assessment records, planning documentation and a sample of records and policies relating to their welfare, health and safety.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and looked at and discussed the self-evaluation form and plans for improvement.
- The inspector took account of the views of parents and carers spoken to on the day and from their written feedback.

## Inspector

Rachel Wyatt

## Full report

### Information about the setting

RSC Nursery opened in 1963 and re-registered in 2007. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare register. It is run by RSC Enterprise Ltd and is a department within the Royal Shakespeare Company (RSC). The nursery operates from a two-storey building in the residential area of Shottery, near Stratford-upon-Avon town centre. There are enclosed grounds for children's outside play. The nursery serves the local area and employees of the theatre. The nursery employs 11 members of childcare staff, including the provider who is the head of nursery. Of these, 10 members of staff hold appropriate early years qualifications to at least level 2 or 3. Two members of staff have Early Years Professional status and one member of staff has Qualified Teacher Status. The nursery is open each weekday from 8am to 6pm, for 50 weeks of the year, closing for bank holidays and for two weeks at Christmas. Children attend for a variety of sessions. There are currently 65 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. There are close links with local schools and a children's centre.

### What the setting needs to do to improve further

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

- sharpen the focus of monitoring of children's language acquisition in order to more precisely evaluate the impact of staff's teaching and to consistently maintain children's already rapid progress in this area of learning.

### Inspection judgements

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

Babies and children have a wonderful time at the nursery. The staff use their detailed knowledge of how young children learn, and the areas of learning, to provide a wealth of rich and rewarding experiences. They skilfully plan and organise activities and resources that inspire babies' and children's active involvement and purposeful play, stimulate their curiosity, ideas and exploration and fully promote and extend their understanding and skills. The head of nursery and the staff have a thorough knowledge of each child's interests and individual learning and development needs as a result of their interactions with them and regular precise assessments of their progress. They also consistently encourage parents to share their views about their children's interests and abilities and liaise with other providers or agencies that are involved in children's learning. The staff skilfully use all this information to identify children's individual next steps in learning, including whether any child needs additional support, and adeptly plan for these. They also draw on their excellent knowledge of each child's characteristics and ways of learning to ensure they incorporate as many opportunities as possible for children to initiate their own discoveries and learning.

The head of nursery and the staff are quietly enthusiastic and highly skilled teachers. They expertly follow through what they have planned and are very confident about facilitating babies' and children's spontaneous and open-ended learning. These experiences are enriched and extended by the many exciting resources, toys and equipment that are readily available for them to use. Babies and children are very motivated and eager to join in and from an early age show high levels of concentration. For example, regular opportunities to freely investigate a wealth of interesting objects and receptacles, without adult intervention, have really helped babies and younger toddlers to be extremely confident, curious and resourceful learners. They lead their own discoveries, solve problems and learn about cause and effect. Staff adeptly build on and extend these and other skills during other activities when they actively engage with children. For example, a small group of babies and toddlers are captivated by the opportunity to find and talk about items hidden in a 'magic box'. They concentrate really well, readily take turns and are eager to try to name what they have found. With the member of staff's encouragement, they add additional words or sounds, showing they can make connections, for instance when they say sheep and baa.

Older toddlers and three- and four-year-old children are extremely confident, enthusiastic and independent. They show these skills during relaxed, social lunch times, when they chat animatedly and expressively to other children and adults about a wide range of topics. They readily make choices about what they are going to eat and confidently serve themselves to second, and often third, helpings. Once lunch is finished they efficiently clear the table and put away chairs. Two- to four-year-old children consistently show they are highly effective learners in other ways during very well-managed adult-led activities and during their freely chosen activities. For example, two-year-old children thoroughly enjoy taking part in a member of staff's fun adaptation of a popular action and counting rhyme. They listen attentively, follow the actions and repeat the words as they take it in turns to 'buy' one of six pumpkin shapes. Three- and four-year-old children are enthused by various activities reflecting aspects of Halloween. They take a lively interest in a very well-told story, featuring a witch and a cat. They join the member of staff in using various props to act out features of the story, including making up some interesting spells. As part of the activity, children also clearly demonstrate a secure understanding of safety issues relating to using matches and lighting candles. Meanwhile, the member of staff skilfully follows up individual children's next steps in learning, such as extending their recognition and use of rhyming words and of numbers for counting and comparing, which they ably demonstrate.

Parents and carers make important contributions to their children's learning and development. Their views about their children's abilities and interests help staff to securely assess new children's starting points and to plan effectively for these and their future learning. Parents and carers have regular informal and formal feedback about their children's learning and development, including discussing their progress and agreeing their next steps in learning. Parents receive letters and newsletters, which include information about activities and ideas to follow up. They help their children to find items to bring in to talk to the other children about or to contribute to a topic.

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

Babies and children flourish in the stimulating, child-friendly surroundings and in response to the staff's calm and sensitive care and attention. They gently reassure children who are new or find it more difficult to separate from their parents and carers. Parents very much appreciate the time and attention given by staff to getting to know their children and in helping them to become confident in their new surroundings. Children feel valued and soon develop a sense of belonging because staff consistently encourage their choices and respond to their likes and interests. For instance, several babies and toddlers point to, and talk about, the buses and coaches, which bring visitors to the tourist attraction next to the nursery. Small, oval shaped holes have now been made in the fence surrounding the outdoor play area so that the children can more easily see what is going on and which they take great delight in using.

All children are adeptly helped to become very confident and socially adept in readiness for their future learning, including going to school. For example, babies and younger toddlers quickly settle when they move within the nursery. They already know the other areas of the nursery building and the staff and children because they have lunch with them every day. Older children are keen to welcome the younger children, often stopping to say hello and to have a chat with them. Staff sensitively help children to develop independence, for instance, in deciding what they would like to play with and in seeing to aspects of their self-care. Babies and toddlers are encouraged to choose toys, songs, rhymes and books, as well as deciding what they would like to eat. Older children readily make decisions about toys and resources they want to use during their self-directed activities. They also become increasingly competent in managing all aspects of their self-care, such as washing their hands properly and going to the toilet by themselves. Children put on their coats and shoes and know where to put these when they come indoors. They also show a great sense of responsibility in the way they efficiently help to clear up after lunch and collect and put away toys and equipment at the end of indoor and outdoor activities.

Babies and children behave extremely well. Staff make sure the children know what is happening next and what is expected of them. They explain things well and patiently support those children who find it more difficult to cope with changes in routine. Staff adeptly promote babies' and children's positive relationships by providing many worthwhile opportunities for them to learn and play together. They calmly and naturally foster children's sharing, turn taking and helping one another. During activities and routines staff always encourage babies and children to listen attentively when needed and to respond to their requests. If children misbehave, staff quietly acknowledge and talk about how they might be feeling, while also explaining how and why their behaviour is inappropriate or unkind. Babies and children are all socially very adept because the head of nursery and the staff recognise the value of enabling them to relax and enjoy each other's company. For example, lunchtimes are very much a special occasion with children and staff sitting together, joining in lively discussions and enjoying the delicious food.

The head of nursery and the staff give high priority to promoting babies' and children's good health and to keeping them safe. They carefully monitor the safety and security of

the premises and make sure all areas are clean, comfortable and free from hazards. Excellent information sharing with parents and carers ensure that staff fully understand and successfully meet children's individual care, health and dietary needs and conscientiously follow their routines. Children who are unwell or have an accident are reassured and given prompt appropriate treatment and parents are kept fully informed about their child's condition. Babies and children are well supervised and also very effectively supported to understand how to keep themselves safe. For example, children relish being active and exploring outdoors. They are keen to make and use structures and, with the adults' help, are encouraged to consider possible risks and how to overcome them. Children enjoy helping the staff to maintain a safe environment. At the end of outdoor play sessions they help the staff to check over and cover the large physical play apparatus. Children confidently identify and talk about other hazards. For instance, a group of children spontaneously sing a rhyme about matches when a member of staff asks them what they might need to think about when she lights a candle placed inside their carved pumpkin.

Children develop an excellent understanding of how to be healthy. They thoroughly enjoy eating the great variety of fruit, salads and vegetables offered at snack and lunchtimes. Staff extend children's understanding of healthy eating by involving them in cooking activities and in growing and eating their own fruit and vegetables. Babies and children have plenty of fresh air, happily spending much of the day outdoors. They are very well supported in developing coordination and control, as they use a wide range of climbing and balancing apparatus and wheeled toys. Children also learn about the benefits of different types of exercise and movement on their bodies and good health, for instance, from taking part in fun yoga sessions designed for young children.

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

The leadership of the nursery is inspirational. The head of nursery is dedicated and passionate about providing the best opportunities and experiences for children and their families. Her vision is shared by her equally dedicated and highly effective staff. They fully understand their roles and responsibilities, working very well as a team to give babies and children exemplary support and care and always ensuring sessions are rewarding and run smoothly.

Babies and children are fully safeguarded. The head of nursery is confident about her role as the nursery's safeguarding lead practitioner. She ensures she and the staff keep up-to-date regarding all aspects of safeguarding by attending training and through their reading and research. They carefully monitor children's welfare and work closely with parents and any other agencies working with families, to ensure any risks of harm to children are swiftly addressed. The head of nursery and the staff fully understand what action to take and whom to refer to if they have any concerns about a child's welfare or the conduct of a colleague. The nursery's robust safeguarding procedures and related policies are regularly reviewed to ensure they reflect Local Safeguarding Children Board protocols, guidance and regulation. Children are further protected by the nursery's robust recruitment and

induction procedures. The head of nursery ensures all staff are suitable and have appropriate experience and qualifications. All required information is obtained about children and their families so that the staff know who can have access to children, including who will collect them.

The head of nursery and the staff are tireless in their efforts to ensure children thrive and reach their full potential. They confidently and astutely reflect on their practice and the impact of their work on all aspects of children's care, learning and development. For example, staff regularly review and adapt their planning and teaching to take account of their evaluations of activities and the impact of these on children's skills and understanding. In particular, they have embedded robust tracking of children's progress. This enables them to clearly identify where progress is being made and to highlight any areas where there might be delay for some children or gaps in the educational programme. While the head of nursery and the staff can clearly demonstrate that children are making exceptional progress, in relation to their starting points, they are very conscious of national trends relating to children's speech and language development. As a result, they are implementing a more detailed assessment of children's listening, understanding and speaking to consolidate their already excellent arrangements for identifying and addressing possible delays in children's speech and language.

Other aspects of self-evaluation are also highly effective and take account of the views of children, parents and other partners. For example, parents' suggestions have led to more visual ways of sharing information about children's activities, changes to teatime menus and additional creative, cooking and physical play activities. Positive feedback from schools has helped staff to assess the impact of their planning and teaching on preparing children for starting full-time education. There are also highly effective arrangements for monitoring staff's performance and for supporting their professional development. As part of this, the head of nursery organises regular meetings for staff to discuss their work with children and to focus on different aspects of regulation or good practice. In addition, the staff confidently disseminate information from their training or personal research within the team, as well as offering a wealth of well-received information and advice to parents about different aspects of children's care, good health, behaviour and development.

Children's needs are promptly identified and exceptionally well met as a result of excellent partnerships with parents, carers, external agencies and schools. Parents are confident to express their views about their children's care, routines and achievements and are delighted with their children's progress. They have access to a wealth of helpful information about how the nursery operates and the range of activities and experiences provided for their children. Currently there are no children with special educational needs and/or disabilities attending the nursery. However, the head of nursery and the staff have previously worked very effectively with a number of external agencies to implement accurate assessments and well-targeted support for children. There are very well-established links with several schools. The head of nursery and the staff make sure that teachers are fully aware of children's abilities, skills and stage of development. This includes agreeing specific arrangements to support the smooth transitions of children who need additional help because of their health, behaviour or developmental delay.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY391994                 |
| <b>Local authority</b>             | Warwickshire             |
| <b>Inspection number</b>           | 859408                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 17                   |
| <b>Total number of places</b>      | 39                       |
| <b>Number of children on roll</b>  | 65                       |
| <b>Name of provider</b>            | RSC Enterprise Ltd       |
| <b>Date of previous inspection</b> | 10/08/2009               |
| <b>Telephone number</b>            | 01789 414583             |

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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