

The Old Rectory Kindergarten Limited



The Old Rectory Kindergarten, 204 Waterloo Road, STOKE-ON-TRENT, ST6 3HQ

Inspection date	16 May 2016
Previous inspection date	15 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team and staff have a passionate drive to improve the care and learning provided for children. They constantly evaluate what they do and use action plans to effectively implement changes. Staff attend a wide range of training courses and quickly implement the things they learn. This has a positive effect on teaching.
- Staff actively collaborate with education and health professionals to assist children who have special educational needs or disability to make the best possible progress.
- Staff place a strong emphasis on helping children develop communication and language skills. They have undertaken high levels of training and readily implement suggestions from speech and language therapists. Children and their parents who speak English as an additional language are well supported to understand what is required of them.
- Children of all ages are extremely confident. They enthusiastically join in with activities and show great levels of concentration and perseverance. Babies show a strong impulse to explore and expand their knowledge of the world around them. They display high levels of concentration and interest during group times.
- Strong partnerships with parents are developed. Parents find staff approachable and they praise the nurturing environment and well-structured learning. Staff ensure parents have good information about how their children's learning will be supported.

It is not yet outstanding because:

- Children are not encouraged enough to develop their own ideas about why things happen, how they can create something themselves or how to manage simple problems so that they are better equipped to solve problems for themselves.

What the setting needs to do to improve further

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

- enhance children's abilities to think things through for themselves and develop new ways to do things or solve simple problems.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery's deputy manager.
- The inspector held a meeting with the nursery's deputy manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents, a college tutor and a local authority development officer during the inspection and took account of their views.

Inspector

Sarah Rhodes

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff understand their individual responsibility to keep children safe and they have a good understanding of what would constitute a safeguarding concern. The management team ensures staff's suitability is assessed when they are recruited and regular reviews are undertaken of their strengths and areas for improvement. Staff have attended a wide range of training courses, such as speech and language screening or Forest School training. These help them develop skills to identify children who require additional support, or help children take calculated risks in a natural environment. The manager reviews staff's assessments of children's progress to ensure all areas of learning are planned for and assessments are accurate.

Quality of teaching, learning and assessment is good

The manager monitors children's progress to ensure all groups of children are making at least expected progress. Where children are not reaching expectations, action plans are put in place to help narrow gaps in achievement as quickly as possible. Staff see parents as partners in the teaching process and encourage them to add information about children's interests and achievements to their child's records. Staff provide activities based on these interests, capturing children's imaginations and broadening their understanding of the world around them. They show good levels of mathematical skill using concepts, such as size and colour and undertaking simple calculations. Staff are skilled at ensuring children actively listen to what is being said in targeted group times and capturing more reluctant children's attention. They give clear explanations and use visual cues to aid children's understanding. This is particularly helpful to children with special educational needs or disability.

Personal development, behaviour and welfare are good

The bright and inviting indoor and outdoor environments are well resourced and used effectively by staff to provide children with a wealth of experiences. Children are very independent; all children, including older babies, serve themselves at lunchtime. They understand what plants need to grow and relate this to keeping themselves healthy. Children have a good understanding of how to keep themselves safe. They understand the rules of the group and are very kind to their friends.

Outcomes for children are good

Children are grouped so activities can be targeted to their level of development. For example, children who will start school soon have sessions together. They learn how to concentrate at group times and are able to undertake more targeted work to help them prepare for the next stage in their learning. They become confident in identifying letter sounds and spontaneously use books to retell stories to their friends. Younger toddlers and babies are supported in learning to sit for short periods of time. Visual props and action songs are used to capture their attention and support their developing understanding. They particularly enjoy a wide variety of sensory activities, exploring a range of textures, sounds and smells. All children are provided with exciting role play equipment which develops their imagination and broadens the language they use.

Setting details

Unique reference number	EY432561
Local authority	Stoke on Trent
Inspection number	850220
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	64
Number of children on roll	89
Name of registered person	The Old Rectory Kindergarten Limited
Registered person unique reference number	RP903959
Date of previous inspection	15 December 2011
Telephone number	01782824971

The Old Rectory Kindergarten Limited was registered in 2011. The nursery employs 16 members of childcare staff, plus a cook and a maintenance person. Of these, 15 hold appropriate early years qualifications, one at level 6, one at level 5, 12 at level 3, and one at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, 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 www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

