

# Rothersthorpe Nursery Ltd

37 Church Street, Rothersthorpe, Northampton, Northamptonshire NN7 3JD



<b>Inspection date</b>	29 August 2018
Previous inspection date	12 October 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Staff thoughtfully plan suitably challenging activities based on their understanding of what children need to learn next and their interest. This helps children join in activities with enthusiasm. For example, staff engage children well in counting using their favoured dinosaur models.
- All children make good progress relative to their starting points.
- The special educational needs coordinator works closely with parents and other professionals to target support. This all helps meet children's individual needs.
- Staff are skilled at promoting children's sense of belonging and community. They effectively help children talk about their lives at home. For instance, when children talk about the time the 'birthday bear' toy went home with them to visit.
- The leadership and management team work very well together in their commitment to continually improve the provision. They act on advice from the local authority and regularly reflect on the quality of provision.

### It is not yet outstanding because:

- Staff do not always share detailed information with other settings children attend
- The systems to track children's progress are not always accurate enough to further evaluate the impact of teaching on children's learning and to precisely monitor the progress of groups of learners.

## What the setting needs to do to improve further

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

- share more detailed information regularly with other settings children attend to help gain a comprehensive knowledge of children and to provide the highest levels of continuity in children's care and learning.
- develop further the systems for monitoring and tracking children's progress to ensure the highest possible learning outcomes for all children.

### Inspection activities

- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including policies, staff suitability checks, children's observation, assessment and planning records, and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the managers.
- The inspector carried out a joint observations of staff practice and discussed monitoring and professional development.
- The inspector took into account the views of parents spoken to on the day of the inspection and written feedback.

**Inspector**  
Vicky Weir

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff regularly update their good understanding of safeguarding procedures and child protection issues. Staff know the process to follow to whistle blow. They know how to report any child protection concerns. Recruitment and inductions help ensure staff are suitable. The manager uses regular supervision of staff to help them improve their teaching skills and strengthen areas of provision in the rooms. For example, she gives staff advice on how to effectively use questioning to help children think. Staff vigilantly implement risk assessments to help keep children safe. Parents express they are very happy with the service provided. Staff work in good partnership with the local school. Teachers visit to familiarise themselves with the children who will attend. The key person works well with managers to identify and address gaps in individual children's development.

### Quality of teaching, learning and assessment is good

The staff working with two-year-old children are particularly skilled at supporting children's imaginative play. For example, children enjoy retelling a favourite story outdoors. They join in well-known phrases and pretend to be the main characters. Staff in pre-school use their previous experience of working in schools to successfully focus support on children's early literacy and mathematics. For example, they deliver a detailed and systematic programme to help children gain early reading and writing skills. Pre-school children benefit from many opportunities to explore their understanding of the world. For instance, they enjoy using interactive whiteboards to explore magnification.

### Personal development, behaviour and welfare are good

Staff meet children's emotional and physical needs promptly. Children are happy and settled. They demonstrate they are having fun in this vibrant nursery. Staff provide cuddles when needed. They manage children's behaviour well. Staff effectively promote children's self-esteem and confidence, such as when they encourage and praise the 'helper of the day'. Children have many opportunities to be physically active outdoors. They enjoy the nutritious meals that staff provide. Children are learning to respect each other's similarities and differences.

### Outcomes for children are good

All children gain the necessary skills to help prepare them for the next stage in their learning, including school. The most able children are skilled in independently identifying and sounding out their written names, they are starting to read some simple words. Children learn to count, recognise numbers and shapes. Children are learning to understand 'why' questions. All children create, imagine and think as they play. Parents say they are pleased that children learn to be independent in the setting. Children gain confidence in their social and communication skills.

## Setting details

<b>Unique reference number</b>	EY314576
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	10065174
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Rothersthorpe Nursery Limited
<b>Registered person unique reference number</b>	RP910332
<b>Date of previous inspection</b>	12 October 2015
<b>Telephone number</b>	01604 831 263

Rothersthorpe Nursery Ltd registered in 2005 and is managed by a limited company. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications between levels 3 and 6, including one with early years professional status. The nursery opens all year round from Monday to Friday, except for bank holidays. 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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

