

# Ragamuffins Nursery School

70 Rectory Road, REDDITCH, Worcestershire B97 4LL



<b>Inspection date</b>	29 August 2018
Previous inspection date	23 June 2015

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

## Summary of key findings for parents

### The provision is outstanding

- Children flourish and display a strong sense of belonging in this homely and welcoming nursery. They play in an environment which is extremely well organised and has a wide array of exciting and interesting resources indoors and outside.
- The key-person system is highly effective. It fully supports children's emotional well-being and helps them to develop exceptionally secure and trusting relationships.
- Staff know the children and their families very well. They make highly effective use of information to plan meticulously for children's individual needs and interests.
- The management team is dedicated to their roles and have an excellent knowledge of how children learn and develop. They show passion and commitment to delivering the best service for children and their families.
- The manager leads a staff team that is highly motivated, enthusiastic and strives for excellence. They are forward thinking and consistently reflect on their practice, swiftly identifying where improvements can be made.
- Staff feel supported in their professional development, which is highly personalised according to their needs and interests. This has a very positive impact on the quality of care and education provided and further develops staff's already excellent knowledge and skills.
- Staff are excellent role models and have very high expectations of behaviour. Children are fully aware of what is expected from them. Staff teach the children good manners. They learn to share, take turns and be kind and polite to each other.

## What the setting needs to do to improve further

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

- continue to implement the plans to develop the already excellent outdoor area and monitor the impact this has on children's learning.

### Inspection activities

- The inspector had a tour of the premises and observed children engaged in a variety of learning experiences, indoors and outdoors.
- The inspector observed and evaluated a learning activity with the manager.
- The inspector viewed evidence of the suitability of staff working at the setting.
- The inspector talked to the manager and provider about their priorities for improvement.
- The inspector spoke to staff and children at appropriate times during the inspection. She also took account of the views of parents spoken to on the day.

### Inspector

Tina Smith

## Inspection findings

### Effectiveness of leadership and management is outstanding

The arrangements for safeguarding are effective. The staff team has children's safety and well-being at the heart of their practice. They are highly proactive in protecting children from harm and know exactly what to do should they have concerns about a child's safety or welfare. Staff have an excellent overview of the progress children make. Precise monitoring identifies where children are not achieving at the highest levels and swift interventions are put in place to help them catch up. Leaders are ambitious and have comprehensive action plans in place to further enhance children's learning. For example, they are revamping some areas of the outdoor space to further enhance children's sensory play experiences. Partnerships with parents, other providers and professionals are very strong. Information about children is shared in a wide range of ways. As a result, children's care and learning are consistent and exceptionally well complemented.

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

Staff have high expectations of what each child can achieve. The dynamic delivery of teaching by staff keeps all children captivated and fully focused at all times. Children busy themselves in their chosen play and are totally engaged and active participants in their own learning. They are entranced as they imagine they are superheroes. Children pretend to climb walls and make believe they are spinning webs with their fingers. Staff are highly skilled in supporting children to have a can-do attitude. They are responsive, offering continued support for what children are trying to do, without taking over. For example, staff stand alongside as children practise balancing on beams. Children are extremely proud when they succeed.

### Personal development, behaviour and welfare are outstanding

Children's health and physical development are promoted exceptionally well. Excellent settling-in procedures ensure children are ready for the move from home to nursery and between rooms when the time comes. Staff are very attentive and young children receive lots of cuddles. This helps them to feel happy and settled. The youngest children sleep safely and peacefully in cosy sleep rooms. High standards of care and hygiene practice support their personal care needs. Sensitive staff organise the environment so that children can move freely between inside and outside. Children explore a wealth of play activities in the vibrant outdoor area. Young children are engrossed as they cut, sort and match fresh produce. Staff engage them in meaningful conversations, sharing their ideas and thinking out loud.

### Outcomes for children are outstanding

All children make rapid progress in their learning and acquire the key skills required in preparation for school. They are eager to join in, extremely confident and self-assured. Children learn key skills in literacy as they practise writing and learn the sounds that letters represent. They learn mathematical concepts as they have a wealth of opportunities to count, sort and match. Pre-school children work together to mix and stir ingredients to make a volcano. Babies delight in messy play activities. They are curious and excitedly explore textures, such as paint and sand with their fingers.

## Setting details

<b>Unique reference number</b>	205334
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10059571
<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 - 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Ragamuffins Day Nurseries Limited
<b>Registered person unique reference number</b>	RP525699
<b>Date of previous inspection</b>	23 June 2015
<b>Telephone number</b>	01527 401869

Ragamuffins Nursery School registered in 1994. The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including one level 5 and one level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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