

Inspection of RSC Nursery

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

Inspection date: 28 November 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children and babies thrive in the very stimulating and motivating learning environment indoors and outdoors. They are engaged in meaningful play and learning throughout the day. The highly skilled staff team know the children exceptionally well and are attentive to both their care and learning needs. Their superb knowledge of what the children already know and can do, and understanding of their individual personalities, enables them to support and extend children's learning very effectively. For example, pre-school children use resources to create art work in their own way. They make paperchains, rainbows and fireworks as they think creatively and consider how to join the pieces together. Children and babies are very happy and motivated to learn. Children demonstrate pride in their own achievements and delight in the opportunity to take managed risks within the challenging learning environment. For example, two-year-olds persevere to transport large wooden planks and blocks to build a bridge. They demonstrate very strong relationships with one another and with the nursery staff. The flexible daily routine provides many opportunities for children to choose how to spend their time. It also incorporates group learning activities appropriate to the children's ages. Pre-school children demonstrate their motivation to learn as they take part in group games and consider what might happen next in stories that are read to them. Children's behaviour is exceptional. When staff do need to intervene in children's play or interactions they calmly talk to them and support them to identify their own solutions.

What does the early years setting do well and what does it need to do better?

- The Head of Nursery works extremely closely with her staff team to provide a consistent and coherent approach to learning. Ongoing training ensures the nursery remains up to date and is very well equipped to support the individual needs of all children.
- All aspects of the nursery provision are carefully considered. Planning is informed by children's individual interests and developmental needs. This ensures all children, including those with special educational needs and/or disabilities, and those who speak English as an additional language, are well supported to make rapid progress in their learning and development.
- Children are very well prepared for the next stage in their education. Transitions into nursery, between rooms, and on to school are carefully managed for each child and their family. There are many opportunities for the children to develop their independence and self-confidence. For example, babies and toddlers are taught and supported to manage the steps between two rooms, enabling them to choose where they spend their time. Two-year-olds begin to serve their own breakfast and pour their own drinks.
- Learning environments are thoughtfully planned to ensure they fully support

children to access all areas of learning. An exceptional range of resources are available to the children throughout the day. For example, babies investigate the sound of musical instruments, look at books, explore sand and investigate a selection of plastic lids and jars. Older children have opportunities to paint, make playdough, observe plants growing in the green house, and use torches to explore the garden as it begins to get dark.

- Children, babies and staff come together daily for a family-style lunch. Staff visibly enjoy sitting with children, engaging them in conversation and supporting them to eat independently. At first they use their hands and a spoon, and then real knives, forks and glasses are introduced. The extremely appetising, healthy menu includes fresh fruit and vegetables daily, and introduces children to a broad range of foods.
- Staff's individual skills are used well to enhance the curriculum further. They expertly lead children during science, creative, cooking and forest school activities. For example, children explore and use materials found in the garden to build small structures. They are skilfully encouraged to work out for themselves how to use wool to attach the leaf they want to use as a roof onto their fairy house.
- Parents are supported to have a very strong understanding of how children learn. They speak extremely highly of the individual support and care provided to both their children and themselves by the skilled staff team. They value the broad range of learning opportunities their children receive, and comment on how well staff know their children as individuals and tailor their approach to each child. Parents describe how difficult it is for them to put into words how wonderful the RSC nursery is.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of the processes to follow if they are concerned about a child or about the behaviour of a member of staff. They know it is their responsibility to notice the signs and symptoms of abuse and to keep children safe. Statutory training for paediatric first aid and child protection is consistently kept up to date. Regular staff meetings include time to discuss any concerns, safeguarding updates, and additional training. Parents are informed about the nursery's safeguarding policy and procedures from the beginning of their relationship with the nursery. They are also supported to know how to keep their children safe online.

Setting details

Unique reference number	EY391994
Local authority	Warwickshire
Inspection number	10116310
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	39
Number of children on roll	61
Name of registered person	RSC Enterprise Limited
Registered person unique reference number	RP902510
Telephone number	01789 414583
Date of previous inspection	31 October 2014

Information about this early years setting

RSC Nursery opened in 1963 and re-registered in 2007, it is in Shotton, near Stratford-Upon-Avon. It is run by RSC Enterprise Ltd and is a department within the Royal Shakespeare Company (RSC). The nursery provides funded early education for two-, three- and four-year-old children. 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. The nursery employs 13 permanent, and six bank, childcare staff. Of these, 12 members of staff hold appropriate early years qualifications at level 3, and one at level 2. One member of staff has early years professional status, one has a degree in pre-school education, and one has a forest schools qualification.

Information about this inspection

Inspector
Abi Ellis

Inspection activities

- The Head of Nursery and inspector walked around the nursery together, observing and discussing the approach to teaching and learning and the curriculum offered to children.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development.
- Throughout the inspection the inspector found opportunities to speak to staff, parents, and children, and took account of their views.
- The inspector held a leadership and management meeting with the Head of Nursery.
- The inspector reviewed relevant documentation and checked evidence of the suitability of all staff working in the nursery.

We carried out this inspection 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.

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