

# Inspection of The College Nursery

Warwickshire College, Technology Drive, Rugby CV21 1AR

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Inspection date: 3 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children enjoy their time in this warm and welcoming environment. They settle quickly with staff who they know well. Staff are nurturing and kind. They build close relationships with children in their care. This supports children's emotional well-being to a high degree. Children behave well. From a young age they learn about what is acceptable behaviour. Pictures of the timeline of the day help children to focus on what happens next so they feel secure. Children have daily access to the large outdoor space, where they can run, play and explore. Children focus on nature and help each other to learn about caring for living creatures. They know what to feed the bugs in the 'Bug Hotel'. They explain to their peers which plants bugs like and where to pick them from in the garden. Children with special educational needs and/or disabilities receive good levels of support. Staff are skilled in developing children's communication and language skills. Staff use positive praise and encouragement with all children. This raises children's self-esteem. Children are motivated, eager learners. Leaders and staff share a vision of high-quality childcare that supports all children attending the nursery to do well.

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

- Behaviour is good. Older children begin to self-regulate their own behaviour. Simple rules help children to think about others and keep themselves safe. During group times, children talk about if they run, they might fall and hurt themselves. Children understand about sharing, taking turns and being kind to each other. Staff use pictures to help children to understand and follow simple instructions.
- A sharp focus on speech and language supports children's emerging vocabulary well. Staff introduce new words and model language well. Small-group times help children to practise words and sounds. Children enthusiastically engage in songs and rhymes. They choose props as they sing familiar songs. For example, children hold up a silver star and sing 'Twinkle, Twinkle, Little Star'. They smile with excitement. Children see lots of language displayed in the environment. They begin to recognise that words have meaning.
- Very young children develop their physical skills. They stand at large hard plastic trays and strengthen their core muscles while they play. Staff provide equipment to support children to walk and to develop their balance. Activities encourage less-mobile children to move independently. Staff encourage children's interest in different textures and talk about how things feel as children explore their senses.
- Staff support early mathematics well. Children begin to count from an early age. Staff introduce positional language. Older children consider if objects are 'behind', 'on top' or 'in front' as they use computer games. Fine motor skills develop as children become confident in the use of the computer mouse and

how they control this on the screen. Pre-writing skills are encouraged. Children begin to mark make. They create their own lists and use these in their imaginative play. Children begin to recognise letters by using phonics. Some begin to write their own names.

- Children learn about good hygiene practices. Staff praise and reassurance support children to become more independent when they are ready. Older children have weekly cooking sessions led by the chef. They learn about different ingredients and measuring. Some children serve themselves at mealtimes. They start to make decisions about portion sizes. Good care is taken to ensure that children eat what is good and safe for them.
- Regular appraisals and training support staff to deliver good-quality teaching. Staff feel valued. Assessments of children's progress are accurate. That said, more-detailed information about what children know when they start nursery would focus planning even more precisely. Activities are interesting and varied. Children are motivated and inquisitive learners. They make good progress. Children acquire the skills they will need for their next stage of learning.
- Children learn about different traditions, roles and cultures in our diverse society. Visits within the wider community introduce children to people of different ages. However, staff do not fully consider ways to raise children's awareness of all families beyond their own. Partnerships with parents are good. They report positively about their children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear focus on their role and responsibility to keep children safe. They are able to recognise the signs and symptoms that may indicate that a child is more vulnerable to risk of abuse. They are aware of the local procedures to follow should they have any concerns about a child in their care. Security of the premises is very good. External and internal door locks support children's safety. Extra consideration has been given to children's safety in the outdoor area to prevent stray sports equipment encroaching on the children's play space. Staff are vigilant in completing regular risk assessments that minimise risks to children.

## What does the setting need to do to improve?

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

- enhance opportunities for children to explore the range of families in our diverse communities
- build on the information obtained from parents when their children start a placement so that planning can be targeted precisely to the educational needs of each child.

## Setting details

<b>Unique reference number</b>	EY419378
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10074657
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Warwickshire College
<b>Registered person unique reference number</b>	RP518224
<b>Telephone number</b>	03301356660
<b>Date of previous inspection</b>	27 May 2016

## Information about this early years setting

The College Nursery registered in 2011. The nursery employs 14 members of childcare staff. Of these, one holds an early years qualification at level 6, two hold qualifications at level 5, and 10 hold qualifications at level 3. 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.

## Information about this inspection

### Inspector

Yvonne Johnson

## Inspection activities

- The inspector spoke to staff and children at the nursery at appropriate times during the inspection. She took account of the views of some parents. The inspector viewed all areas used for childcare. She met with the manager at times during the inspection.
- A learning walk with the manager and deputy considered how the nursery plans and implements its curriculum across the age range of the children. The inspector considered how this takes account of the learning needs of all of the children attending.
- The manager and the inspector undertook a joint observation of practice at the nursery. The manager evaluated the practice and the impact this has on children's learning.
- A sample of documentation that supports the safe and effective management of the nursery was seen by the inspector. This included the range of checks made on adults working with children and arrangements for the support of staff. A selection of policies and procedures were reviewed along with some documentation about children's progress.

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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