

# Inspection of The College Nursery

Warwickshire College, Technology Drive, Rugby CV21 1AR

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Inspection date:

22 December 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children are making some progress across the seven areas of learning. However, staff's assessments of some children's development are inaccurate and the quality of teaching during some adult-led activities is not good enough. This means children are not always effectively challenged in their learning. Nevertheless, children enjoy being in the nursery environment.

Children learn the importance of being kind and polite to one another and to adults. However, they are not always effectively supported to learn the difference between right and wrong as staff do not consistently manage all children's behaviour.

Children are learning vital skills in becoming independent. At lunchtime, they are encouraged to serve their own food and clear away their plates when they have finished. Children learn about healthy eating and try foods they are less familiar with.

Children of all ages and stages of development thoroughly enjoy spending time outdoors. They develop strong skills in their physical development as they work together to carry and move large objects, such as the hose pipe.

Children show delight and interest in changes in the weather, such as the arrival of frost on the grass. Their communication and language skills are supported well as they engage in conversations with staff about how to keep warm in the colder weather. They discuss wearing additional clothing, such as hats, scarfs and gloves. Children are further helped to understand the changes in our seasons through fun activities. They express a keen interest in playing with cars and moving vehicles. Staff encourage them to drive through a tray of white cornflour that staff suggest could be snow.

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

- The arrangements for monitoring staff's performance with regard to the quality of teaching are not robust enough to ensure that children make as much progress as they possibly can. The manager is confident about the desired curriculum intent throughout the nursery. However, staff do not implement this effectively in practice. Some aspects of the assessments staff make of children's individual learning are inaccurate, and the quality of teaching is variable. As a result, some staff are confused about the required next steps for some children's learning, and some activities provide children with little challenge.
- Children's personal development is suitably supported by staff. They are aware of children who need additional support to manage their own feelings and

behaviour. They discuss effective strategies with the children's parents to help them manage their children's behaviour at home. However, staff are not always effective in managing children's behaviour throughout the day. Although staff instruct the children about what they should not be doing by saying 'no', they do not explain to them the consequences of their behaviour. Therefore, children are not helped to understand the difference between right and wrong.

- The management team swiftly implemented their disciplinary procedures in relation to a recent concern about staff practice. Management contacted their local authority safeguarding partnership to report their concerns. However, the provider has failed to notify Ofsted of this event, which is a requirement of the registration.
- Staff are good role models for the children. At mealtimes, they sit with the children and try the foods on offer. They encourage the children to try them too and praise them when they have done so. Staff explain to children why some foods are good for their bodies and why we need them. Consequently, children enjoy foods that they initially expressed a dislike to, supporting them in leading a healthy lifestyle.
- Children learn about their similarities and differences and how they and their families are unique. Staff are alert to sad experiences in the children's lives, such as losing a loved one, and they show a great deal of empathy and concern. Staff share similar experiences in their lives, and this helps to support the children's emotional development.
- Parents share their satisfaction with the service they receive. They compliment staff on their inclusive practice and explain how their child was made to feel special on the arrival of a sibling. Parents also share that arrangements made in relation to the COVID-19 pandemic reduce any risk of cross-infection and spreading the virus.

## Safeguarding

The arrangements for safeguarding are effective.

The provider ensures that children's safety is prioritised. Any concerns about staff practice are dealt with promptly following the nursery's internal policies and procedures. The manager and her staff successfully identify potential hazards in the environment and take steps to ensure these are minimised. As a result, risk assessment is effective. All staff access training to support their knowledge of safeguarding children. They understand their roles and responsibilities in helping to protect children from abuse and harm. Security is good and arrangements to prevent unwanted visitors accessing the premises are robust.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that assessments of children's individual development accurately reflect their current skills and abilities and their next steps in their learning	20/01/2022
improve the quality of teaching and the organisation of the activities to ensure that all children are effectively challenged to make good progress in all areas of their development	20/01/2022
ensure all staff consistently implement strategies designed to support and manage children's behaviour at all times.	20/01/2022

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

- monitor the quality of teaching more closely to help ensure that standards are raised to a higher level.

## Setting details

<b>Unique reference number</b>	EY419378
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10217543
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	30
<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>	3 January 2020

## Information about this early years setting

The College Nursery registered in 2011. The nursery employs 10 members of childcare staff, all of whom hold an early years qualification from level 2 to level 6. 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

Hayley Lapworth

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector completed a joint observation with the manager.
- The inspector had a tour of the nursery and completed a learning walk with the manager. The manager described how the environment and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the evidence of the suitability of staff working in the setting.

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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