

# Inspection of The Old Library Day Nursery

Cubbington Road, Leamington Spa, Warwickshire CV32 7AB

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Inspection date: 4 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive happy at the nursery. They are greeted by friendly staff, who are warm and nurturing towards them. This helps children to feel safe and secure. Children settle in quickly to play with their friends. They make independent choices of what they want to play with from the resources that are set out for them. Children behave well. Older children are kind to others. They readily help the younger children. They are gentle when they feed the nursery's pet rabbits.

Children are exposed to a wide range of books. They develop a deeper understanding and love of familiar stories. For example, children play with hay, sticks, toy bricks and animals as they listen to a story that is read well. Children smile and use these resources to act out the story, blowing on their structures.

Children have ample opportunities to develop their physical skills. Inside, they engage in movement sessions with staff. They also have great fun as they run freely and climb or balance on the resources outdoors. Children's self-help skills are supported well. They put on their own coats and boots with increasing independence. All children, including those in need of additional support, make good progress. They are developing the skills they need to move on to their next stages in learning.

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

- The manager has designed a curriculum that is clearly sequenced to support children to learn through the stages they need to make progress. Staff know each child well. They gather detailed information from parents at the start. This helps them to plan experiences to build on what children already know and can do. However, not all activities are adapted to include support for the youngest children to fully engage at their level.
- The environment is carefully planned to enable learning across all areas. Children enjoy engaging in planned activities that are generally led by staff. However, children would benefit from more opportunities to explore open-ended resources in order to lead their own play and learning. Communication and language are promoted well. For example, children engage in group activities that help them to develop their language skills. They use props together to learn the meanings of words, such as 'in front', 'behind', 'under' and 'next to'. Children listen carefully and concentrate as they position their props.
- Children who speak English as an additional language make good progress in their communication skills. Staff use a range of words from their home languages alongside English words, pictures and signing to support them to acquire English. Children have access to a variety of books that are written in different languages.

- The behaviour of children is good in this nurturing environment. Staff use positive strategies to help children to understand how to take turns and be patient. Older children begin to understand and manage their own feelings and behaviours.
- Children have opportunities to learn about the similarities and differences in themselves and others in wider communities. They celebrate a range of festivals and hear stories to develop further understanding. They engage in activities that help them to know that they are unique.
- Children are provided with healthy meals and snacks. Mealtimes are sociable occasions where children talk with staff about what they are eating. Children develop increasing self-help skills as they master the use of their cutlery and pour their own drinks.
- Children show high levels of confidence. They are happy to talk to visitors and show them their drawings. They enjoy playing games with staff. For example, they use their knowledge of number to count dots on the dice to take their turn during a game. They receive lots of praise for their achievements, which helps to raise their self-esteem.
- Staff have good relationships with the manager. They are supported to access a range of training to increase their knowledge and understanding. They have regular opportunities to discuss their work and their own developmental needs.
- Parents are happy with the nursery and say that staff are friendly and helpful. They say their children are happy attending and speak positively about how much they are learning. Parents value the detailed daily feedback they receive about their children's care and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff demonstrate a strong understanding of their duties to keep children safe. They have a secure understanding of the signs and symptoms that may indicate a child is at risk of harm. They know the local procedures that must be followed if they have concerns about the welfare of children. This includes in the event that an allegation of harm is made against an adult working with children. Recruitment procedures are strong, including the checks that are carried out to ensure that staff are suitable to work in the setting. Regular checks are made in the environment to ensure it is safe for children to attend.

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

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

- ensure that activities that are provided for all children are adapted to include support for the youngest children to fully engage at their level
- provide more opportunities for children to explore open-ended resources to lead

their own play and learning.

## Setting details

<b>Unique reference number</b>	2496413
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10194317
<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>	2 to 4
<b>Total number of places</b>	23
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	McCarthy, Joanne
<b>Registered person unique reference number</b>	RP514054
<b>Telephone number</b>	07976728897
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Old Library Day Nursery registered in 2018. The nursery employs six members of childcare staff. Of these, five hold early years qualifications between level 4 and level 2. The nursery operates from 8am to 6pm, Monday to Friday, all year round, except bank holidays. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kiri Gill

## Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken this into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- A joint evaluation of the quality of teaching during an activity took place between the manager and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of staff qualifications and the suitability of staff working at 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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