

Inspection of The Old Rectory Nursery Barwell Ltd

The Old Rectory Nursery, 93 Shilton Road, Barwell, Leicester, Leicestershire LE9 8BP

Inspection date: 11 April 2022

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

The provision is good

Children are warmly welcomed by staff on their arrival to nursery. Staff offer consistent and sensitive support to children who are new and settling in. Staff's timely interactions and reassurance helps all children to gain the confidence they need to engage in learning. Babies snuggle into staff observing others at play. In their own time and when they are ready, they join in with activities, smiling at staff as they explore sand with their hands. Children gain the sense of security they need to move away from their key person. They independently explore the environment and interact with their peers. Children develop an enthusiasm towards their learning and enjoy their time at nursery.

Children behave well. Staff are positive role models and help children to understand what is expected of them. They encourage children to think about others and help them to learn how to share and take turns from a young age. Toddlers listen to staff's clear guidance and agree to share the box of crayons. Pre-school children demonstrate strong friendships. They play cooperatively together and show a shared sense of fun and imagination. Outside, children collect sticks, mud and stones, they put them in a large pot in the mud kitchen, add water and take it in turns to stir the 'worm pudding'.

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

- The provider and management team work closely with staff. They support and encourage them to continue to build on their skills through training and regular discussion. Staff comment that they feel valued and that managers are supportive and pay close regard to their well-being. The positive working relationships between staff contributes to the relaxed and respectful atmosphere, where all children are welcomed and included.
- The manager and staff have a good awareness of what children are interested in and enjoy. They complete assessments of what children know and can do and identify what they need to learn next. They use this information to provide a broad range of activities that they know will capture children's attention. However, occasionally during play, staff do not always pick up on opportunities that arise to stretch and build on all children's learning further.
- Children of all ages develop an interest in books and reading. Cosy corners in each room create a quiet space, where children can access books to read independently or to share with staff. Parents are invited to borrow 'story sacks' and read to their children at home. Older babies listen intently as staff respond to their request to read them a story. Outside, pre-school children and staff share the same level of excitement as they act out familiar stories. They pretend to walk through 'grass, mud and snow' enthusiastically hunting for the 'bear'.
- Staff provide activities that support children's physical skills in preparation for

early writing. Babies use their hands and fingers to make marks in 'baby lotion'. They verbally express their enjoyment as they giggle and make sounds, such as 'oohh' and 'ahhh'. Staff teach children how to handle tools, such as pens and scissors correctly. Toddlers tell staff they are going to draw a 'boat'. They show good levels of concentration as they show how they can use stencils to create shapes on paper. Pre-school children write on tags to label items in the role-play 'garden centre'.

- Children's good health is promoted well. They benefit from opportunities to be physically active, indoors and outside. Babies pull themselves to standing on the well-placed furniture before taking their first steps unaided. Outside pre-school children are agile as they climb on fixed play equipment. They show good coordination as they kick and throw balls to each other. Children are offered healthy food choices at mealtimes. Staff encourage good oral and hygiene routines, such as brushing teeth and washing hands.
- Partnership with parents are positive. Staff gather detailed information from them about their children when they first start. They listen to parents and tailor settling-in sessions that meet the individual needs of each child. Staff continue to keep parents well informed about their children's time at the nursery and how they can support their learning at home. Parents comment very positively about the 'home from home' setting and 'friendly and approachable' staff.

Safeguarding

The arrangements for safeguarding are effective.

Managers place a high focus on keeping their own and staff's knowledge and understanding of safeguarding up to date. Staff complete regular training and discuss safeguarding issues during meetings. Staff know how to recognise signs and symptoms of abuse. They understand how to report any concerns and liaise with other agencies to promote children's safety and welfare. Procedures are in place to ensure that all people associated with the setting and those working with children are suitable. Staff work well together and are deployed effectively to ensure that children are supervised at all times. Regular risk assessments ensure that the environment and resources are safe and suitable.

What does the setting need to do to improve?

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

- help staff to continue to build on their interactions with children to ensure they consistently extend and challenge children's learning.

Setting details

Unique reference number	EY302880
Local authority	Leicestershire
Inspection number	10229272
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 at time of inspection	0 to 5
Total number of places	64
Number of children on roll	143
Name of registered person	The Old Rectory Nursery (Barwell) Limited
Registered person unique reference number	RP907120
Telephone number	01455 843929
Date of previous inspection	26 February 2013

Information about this early years setting

The Old Rectory Nursery Barwell Ltd registered in 2005. The nursery employs 29 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 to 6. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery receives funding for free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Muddimer

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 setting and has taken that into account in their evaluation of the setting.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed two joint observations of activities and evaluated these with the manager.
- The provider and deputy manager and inspector completed a learning walk together, so the inspector could find out about the manager's intent for the nursery curriculum.
- The inspector held a meeting with the provider. They looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views. They read a number of written testimonials from parents provided by 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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