

# Inspection of The Red House Nursery School

The Old Vicarage, Upton Bishop, Ross-on-Wye, Herefordshire HR9 7UL

---

Inspection date: 4 May 2022

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children enjoy learning outside in the fresh air. They understand the routines of the day and what staff expect from them. Children concentrate as they look for their name card to self-register. They skilfully use a peg to hang it on a washing line. This helps children to develop dexterity in their hands in readiness for writing. Children display a strong sense of belonging. They develop secure relationships with the kind and caring staff.

On arrival, children put their bags away and quickly get dressed in their wet weather clothes ready to go outside. Children develop good physical skills. They use equipment safely and confidently climb and balance on various apparatus. Children use their imagination and pretend to cook in the outdoor kitchen. They confidently interact with visitors and ask them if they would like a cup of tea or a piece of cake.

Children take turns to be the leader for the day and are encouraged to take responsibility for small tasks. For example, they help staff to give out the plates and cups at snack time. Children learn to care for living things. Each morning they take vegetable peelings to feed the guinea pigs. Children sit comfortably on logs for small-group activities. They sing action songs and talk to staff about the different sounds they can hear. Children demonstrate good vocabulary as they announce, 'I think it's a hedge-cutter'.

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

- The dedicated manager, who is also the provider, has changed some aspects of practice following the onset of the COVID-19 pandemic. She refurbished areas of the outdoor environment to enable children to spend the majority of their time at nursery outside. Children adapted well to the changes and thoroughly enjoy the time spent outdoors.
- The manager meets regularly with her experienced staff team to discuss best practice and identify training needs. They provide children with a secure and very well-organised learning environment. The manager values her staff and prioritises their well-being. Staff report that they are happy in their role. They feel very well supported by the manager, both professionally and personally.
- Staff have a good understanding of how children learn and develop. They know children well and plan a broad and interesting curriculum. Staff provide a good balance of child-initiated and adult-led play activities to support learning. They make regular assessments of what children know and can do, and use these to plan what they need to learn next. Children make good progress.
- Children behave well and are developing a sense of right and wrong. Staff give them gentle reminders of the expectations, for example to be kind to the

animals and to share and take turns. Staff encourage children to talk about their feelings and use words such as 'happy' and 'sad'. However, staff sometimes miss opportunities to fully support children to develop an even deeper understanding of the language of feelings and emotions.

- Children learn good manners. Staff remind them to say 'please' and 'thank you' throughout the day. Staff offer children lots of praise. This helps to boost children's confidence and self-esteem.
- Relationships with parents are strong. Staff include them in their children's learning and assessment from the start and provide regular feedback about the progress children make. Parents speak extremely highly of the nursery. They comment on the incredible surroundings and refer to staff as 'extended family'. Parents value the love, kindness and care their children receive and the wonderful activities staff provide.
- Staff take every opportunity to help children develop good communication and language skills. They engage children in constructive conversations as they play. For example, during a craft activity to make caterpillars, staff use vocabulary such as 'pupa' and 'cocoon' to describe the life cycle of a caterpillar. Staff speak slowly and softly. They explain that caterpillars have antennae which they use to help them find their food. Children proudly announce, 'My caterpillar has an antennae', demonstrating that learning is remembered.
- Children are independent and manage their own personal care well. They follow good hygiene routines, such as regular handwashing. However, when children use the new outdoor facilities, staff do not routinely teach them about managing their own safety and respecting each other's personal space.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are clear about their responsibility to keep children safe. The nursery has a safeguarding policy which is understood by staff and shared with parents. Staff undertake daily safety checks on all areas of the nursery to ensure children play in a safe environment. They supervise children well. Staff have a good understanding of the indicators that a child is at risk of harm and are clear on the procedures to follow should they have any concerns about a child's welfare. Staff regularly attend mandatory training to keep their knowledge and skills up to date.

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

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

- strengthen opportunities for children to develop a deeper understanding of the language of feelings and emotions
- support staff to teach children more about managing their own safety and respecting each other's personal space.

## Setting details

<b>Unique reference number</b>	223585
<b>Local authority</b>	Herefordshire
<b>Inspection number</b>	10071616
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Curry, Angela Miriam
<b>Registered person unique reference number</b>	RP906722
<b>Telephone number</b>	01989 780254
<b>Date of previous inspection</b>	14 October 2015

## Information about this early years setting

The Red House Nursery School registered in 1996. The nursery employs three members of childcare staff, including the provider. Of these, two hold qualified teacher status. The nursery opens from Tuesday to Friday during term time only. Sessions are from 9am until 12.30pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Smith

## Inspection activities

- This is the first routine inspection the setting 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 her evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss activities and intentions for children's learning.
- The inspector and the manager discussed and evaluated a learning activity together.
- The inspector looked at required documentation, including evidence of the suitability of staff, and staff's paediatric first-aid certificates.
- The inspector spoke to staff, children and parents during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022