

Inspection of Knightlow Childrens Partnership Ltd

Hill Crescent, Stretton on Dunsmore, Rugby, Warwickshire CV23 9NF

Inspection date: 20 July 2022

| Overall effectiveness | Outstanding |
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| The quality of education | Outstanding |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Outstanding |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally well prepared for the next stage of their education. They demonstrate superb attitudes to their learning. Older children simply cannot wait to share their knowledge with visitors about trees, flowers and minibeasts. The youngest children demonstrate equally high levels of confidence. They use gestures and toys as an invitation to others to join their play.

Children benefit from an outstanding team which shares high expectations and a common understanding of the curriculum aims. It delivers these superbly across all ages. Staff interactions with children are exceptional and, as a result, children develop excellent levels of communication, listening and attention skills for their age. Younger children join in with spontaneous singing. They smile, clap and tap instruments to simple word patterns. Older children re-enact stories using sign language, which helps them to communicate with their friends. The oldest children enthusiastically share their views and requests for their activities. For example, they create a 'proposal' for their own leavers' party.

Children are gaining an excellent understanding of what makes them unique. They build extremely positive attachments with their key person from the outset. This means that children are happy and ready to learn at the earliest opportunity.

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

- Leaders have an exceptional attitude to making further improvements. For example, they have recently implemented changes to nursery spaces to help meet the needs of different-aged children even better. They have ambitious plans for staff recruitment, deployment and retention to ensure that they maximise the quality time that staff spend with children.
- Leaders have an ambitious curriculum which they tailor to the specific needs of the children who attend. This is highly effective in promoting children's 'life readiness' skills. Staff meticulously plan the sequence of expectations for children's developing communication and language for each age range. They are acutely aware of the needs of each group of children following COVID-19. They ensure that they work together superbly to implement the focus for each room. This is helping children make rapid progress.
- Staff provide outstanding support to enable children with special educational needs and/or disabilities to achieve the best possible outcomes. For example, they liaise with professionals, such as occupational therapists and nutritionists, to help ensure that they meet all children's needs. Managers ensure that staff receive highly effective training, such as in sign language. This superbly supports children's main form of communication. Staff make adaptations to the environment and resources to ensure children have equal access to the high-

quality educational activities on offer.

- Managers provide rich experiences that are of exceptional quality, to help support children's personal development. For example, children benefit from regular visits from the nursery therapy dog, where they learn how to respect and care for animals. Children develop 'life readiness' skills. They learn to keep themselves safe, develop a deep understanding of the environment and persevere to solve problems during outdoor forest school activities.
- Staff provide exceptional opportunities for children to develop their talents and recognise how this makes them unique. For instance, all children learn about French culture and learn to speak French. This supports bilingual children superbly and helps all children develop their understanding of people and communities beyond their own. Staff celebrate children's exceptional ability to sing. They actively promote opportunities for children to perform to an audience to help further develop their unique abilities.
- Staff's support for children when they encounter difficulties is prompt and highly effective. For instance, staff consistently use strategies such as visual timetables to help children know what is coming now and next. When children begin to feel upset, staff use strategies such as distraction and resources such as sensory toys to help children calm down swiftly. This has a positive impact on children's ability to take part fully in the educational activities on offer.
- Leaders support staff well-being superbly. For instance, a mental health first aider supports staff when needed. Managers implement regular 'Let's Chat' sessions as part of their open-door policy. Leaders are innovative in the types of support they provide for staff to promote positive well-being. Staff report that they feel very well supported in their roles.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads are highly effective. For instance, they regularly attend local safeguarding network meetings. They also ensure that nursery procedures remain in line with their local safeguarding partnership. Staff have a secure understanding of their responsibilities to keep children safe. They are aware of local safeguarding issues and they can describe signs and symptoms of abuse. This includes radical and extreme views and behaviours, physical abuse and neglect. Staff follow robust procedures during the day to keep children safe, such as regularly counting children at transition times and completing regular risk assessments of the environment.

Setting details

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| Unique reference number | EY293495 |
| Local authority | Warwickshire |
| Inspection number | 10116431 |
| 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 11 |
| Total number of places | 80 |
| Number of children on roll | 210 |
| Name of registered person | Knightlow Children's Partnership Limited |
| Registered person unique reference number | RP909673 |
| Telephone number | 02476 541 042 |
| Date of previous inspection | 31 May 2016 |

Information about this early years setting

Knightlow Children's Partnership Ltd registered in 2004. The nursery employs 28 members of staff. Of these, 14 hold appropriate qualifications at level 3 and three hold appropriate qualifications at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.50am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Dailey

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The nominated individual, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to the inspector about what they enjoy doing during their time at nursery.
- The inspector considered the written views of parents and also spoke to a range of parents on the day of the inspection.
- The inspector completed a joint observation of an activity with a senior staff member and they evaluated the activity together.

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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