

Inspection of Richmond House Kindergarten

222 Ashley Road, Hale, Altrincham, Cheshire WA15 9SR

Inspection date: 11 August 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

Enthusiasm and excitement shines from children's faces as they eagerly delve into activities. Inside and outside, the children are engrossed in ambitious activities, concentrating, exploring and investigating. Young children have beaming smiles as their feet slip and slide in paint; they manage to stay balanced as they feel the texture under their toes. Caring staff are nearby to reassure and offer new language, such as 'slip', 'glide' and 'slide'. Children feel safe in this homely and welcoming setting and they make excellent progress.

Children behave extremely well as they are engrossed in inspiring and captivating activities. Older children model turn taking, and they gently remind younger children to say 'please' and 'thank you'. They show care when passing younger children their water bottles. Highly trained and motivated staff have ambitious expectations for all children. This means activities are extremely challenging. For example, children concentrate hard to open scoops in the rice tray, developing their fine-motor skills. Staff skilfully support as children learn to squeeze the sun lotion onto dolls. Children eagerly explain that this is to keep the babies safe from the sun. They give the dolls water to keep them hydrated. Children are learning the importance of keeping themselves safe and healthy. Parents and carers are enthusiastic and give examples of how their children learn and progress. They explain the 'welcoming bubble' they feel and they value highly the professionalism, expertise, friendliness and 'incredible support' they receive from managers and the staff team.

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

- The setting has a strong and inspirational leadership team. The dedicated staff are well qualified and eager to develop further. Leaders and staff share the same vision. They are committed to making ongoing improvements. Self-evaluation is sharply focused; this leads to excellent outcomes for children.
- Staff feel extremely well supported, both with their well-being and their professional development. Regular training is available. Staff attend both short courses and qualifying training consistently and continually extend their learning. Staff are extremely proactive; they are listened to by leaders and their motivation to provide excellence for children is evident.
- Activities are expertly planned and coordinated to meet individual and group needs. Children build on skills with secure sequencing. Progress for all children is superb, including those with special educational needs and/or disabilities. The skilfully planned curriculum inspires children to be motivated, independent, curious and confident learners. Learning is consistently embedded, building on knowledge and skills as children transition through the setting. This means that pre-school children are ready for and eagerly awaiting the transition to school.

- Children are deeply motivated and engaged in their play; they concentrate well and recall previous learning. Older children are supported to understand the next steps in their learning. For example, during exploring dough, staff explained to children how the pincer grip would help them to hold a pencil when they learn to write at school.
- Babies babble, toddlers chatter and pre-school children hold two-way conversations. Each engaging activity draws children to participate and staff expertly intervene and thread new language or offer new concepts. For example, they introduce the word 'malleable', and discuss colours, shapes, number and size. Staff give children time and space to think and respond before repeating words clearly and correctly. Children learn successfully.
- Books, stories and rhymes are evident in all areas and in all activities. Children spontaneously link well-known songs into their play and repeat known phases of familiar stories. Activities are planned around current favourite stories and children are developing a love of books and reading.
- All children have remarkably high levels of confidence and self-esteem. Their laughter and chatter is heard throughout the setting. Children demonstrate excellent social skills; they have developed good friendships. Their behaviour is impeccable. They understand the need for boundaries and have learned why they need to follow rules. For example, they say to others 'get an apron so you don't get soaking wet'.
- The key-person system is robust. Children's emotional well-being is superbly promoted. All children thrive, feel safe and are secure. Staff know children's starting points well and use knowledge of children's home experiences to ensure activities give children the best experiences. The nurturing and highly responsive staff know each child individually and give opportunities for them to express themselves, understand and acknowledge their feelings.
- Resources, conversations and activities support children to understand diversity. Children show high levels of respect and care for each other.
- Partnerships with parents and other professionals are secure and well developed. Children receive timely early intervention and progress is rapid. Parents comment on the 'fantastic' support for the whole family. Staff value parental involvement and work with them in every aspect of their child's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their roles and responsibilities to protect children from harm. They can identify the signs and symptoms of abuse and know the procedures for referring any concerns about a child's welfare. Staff are clear about the procedures for referring concerns if necessary. All staff have regular safeguarding training to ensure their knowledge is current. Safe recruitment procedures are in place and adhered to, ensuring all staff are suitable to work with children.

Setting details

Unique reference number	EY293670
Local authority	Trafford
Inspection number	10129167
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	43
Name of registered person	Atherton House Nursery Limited
Registered person unique reference number	RP524991
Telephone number	0161 941 5874
Date of previous inspection	4 February 2016

Information about this early years setting

Richmond House Kindergarten re-registered in 2004. The nursery employs 10 members of childcare staff. Of these, nine members of staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds early years teacher status. The kindergarten opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The kindergarten provides funded early education for two-, three- and four-year-old children and supports children with English as an additional language.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- The manager and the inspector had a learning walk and discussed the setting's intentions for children's learning.
- The inspector observed an activity and evaluated this with the manager.
- The inspector observed and spoke to children indoors and outdoors, paying attention to how effective the curriculum is for children's learning.
- The inspector observed interactions between the staff and children.
- The inspector discussed the implementation of the curriculum with managers and staff, and the impact this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector viewed some documentation, including paediatric first-aid certificate.

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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