

Inspection of Old Rectory Day Nursery

The Old Rectory, Church Lane, Little Billing, Northampton, Northamptonshire NN3 9AF

Inspection date: 5 September 2022

Overall effectiveness	Outstanding
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

Old Rectory Day Nursery is a special place to be. Children's emotional well-being is at the heart of everything the setting does. When children start, staff find out all about their individual likes and dislikes from parents. They use this information to make the learning environment familiar to children. For example, staff play traditional Chinese music that children have heard at home. If needed, parents are invited into the setting to help children settle. This unique and individual settling-in process helps children to feel safe and secure.

Children are very independent. Three-year-old children skilfully remove their painting from the easel and confidently place it on the drying rack. They persevere when they find this challenging and show pride when they are successful. Children help themselves to drinks. For children who have just started at the setting, staff show them how to use the tap on the drink dispenser and then give them plenty of time to have a go themselves. Staff provide focused support to help children make progress.

Children have strong relationships with staff, who know them exceptionally well as individuals. They benefit from the ambitious curriculum which matches their interests. Staff skilfully build on what children already know. They continually plan for the next steps in children's learning. All children, including those with special educational needs and/or disabilities (SEND), make exceptional progress from their starting points. Children immerse themselves in their play and sustain their interest in activities for long periods. For example, children work together to adjust the height of guttering as they problem solve to find out how quickly marbles can travel down a ramp.

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

- Staff use every available opportunity to broaden the experiences children have at home and extend their learning. When children show an interest in boats and how they float on the water, staff take children to visit a staff member's boat. This leads to a discussion about the importance of children staying safe near water. Back at the nursery, children make their own boats using different materials and explore toy boats in the water.
- Staff provide children with a vast range of opportunities to explore the outdoor areas. This helps children to develop their physical skills. Children move with confidence as they climb the steps to the slide and wiggle their bodies to negotiate moving through a tunnel. They manage risks well, for example, they explain to visitors that they are going to hold onto the handrail in case they trip.
- Children benefit from consistently strong interactions throughout the day. Staff expertly observe children to monitor their learning and progress. When staff

interact with children, they ask children thoughtful questions to extend their learning. Children are given plenty of time to respond. For example, when children retell the story of 'The Three Little Pigs', staff ask them how the pigs might be feeling when the wolf blows their house down. Staff introduce new vocabulary for children, such as 'brave' and 'frightened'. Children choose to retell the story later with their friends and begin to use the new words they have learned.

- Parents are incredibly positive about the care the setting provides. They say the setting goes 'above and beyond' for them and their children. Parents comment that they know what their children's next steps are and how they can support them at home. They say they are regularly invited to attend online training courses on topics, such as how to support their children's communication and language skills. Parents say they would not hesitate to recommend the setting to other parents.
- Children who receive additional funding, such as pupil premium and those with SEND are supported exceptionally well. Staff are skilled at identifying children who may need additional intervention and this is swiftly put into place. For example, children benefit from small-group work about how to behave in a positive way and how to share and take turns with their friends. The setting works in close partnership with outside agencies to ensure there is a collaborative approach to children's learning. Children's progress is consistently monitored to ensure all children make rapid progress from their starting points.
- Staff receive ongoing support to develop their practice to the highest level. Support is intrinsically focused on what staff do well and what they need to do next to improve their practice even further. Staff are well supported and encouraged to develop in their role. They say they are actively encouraged to seek out training to support them. Staff share the information they have learned with their colleagues. The impact of training is regularly reviewed. Staff are highly experienced and skilled, which contributes to the positive learning experience children have.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding. They access training throughout the year to ensure their knowledge is kept up to date. The manager regularly accesses the local safeguarding partnership guidance website and shares updates with staff. As well as this, the manager and deputy manager regularly ask staff safeguarding scenarios to identify any gaps in their knowledge. Staff know about the signs and symptoms of abuse and who to report their concerns to. Staff act promptly and refer information to outside agencies if they have concerns a child's welfare may be at risk. Robust recruitment procedures are in place to ensure staff are suitable to work with children.

Setting details

Unique reference number	220140
Local authority	West Northamptonshire
Inspection number	10245398
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	1 to 4
Total number of places	62
Number of children on roll	78
Name of registered person	Susan Hartley and David Hartley Partnership
Registered person unique reference number	RP521980
Telephone number	01604 407740
Date of previous inspection	2 February 2016

Information about this early years setting

Old Rectory Day Nursery opened in 1985. The nursery employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and 11 hold qualifications at level 3 or above, including three with qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.15am until 6.15pm. The nursery provides funded early education for two- and three-year-olds.

Information about this inspection

Inspector
Emily Lofts

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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