

# Inspection of Rydale Children's Nursery

Rydale Childrens Centre, 5 Reigate Drive, Derby, Derbyshire DE22 4EN

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Inspection date: 21 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are encouraged by staff to have a go at challenging tasks. Two-year-old children smile with delight when they receive praise from staff for using a roller to flatten play dough. All children develop good physical skills and enjoy their achievements. Children engage in learning experiences that staff link to their interests. Pre-school children spend time filling up cups with various materials. They learn about how to use scissors on their own, safely, with close supervision and guidance from staff. Children then use sticky tape to join the cups together to make shakers. They have a wonderful time learning about the different sounds materials make with the shakers and banging sticks on pans.

Children build secure bonds with staff who support their transition into the setting well. Staff use kind words and their knowledge of children's interests from parents to help them settle quickly. Children learn to follow daily routines well. Babies are eager to sit down for a snack. Two-year-old children go with staff happily for their nappy changes, who explain that they can return to playing after. Pre-school children sit down on the carpet together ready for story time before lunch.

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

- Leaders think about children's learning needs and interests when planning the curriculum. They consider the impact on children from the pandemic and identify areas of learning that they most need support. Leaders expand on children's learning experiences with lots of physical play outside and messy play and baking inside.
- Staff support children's communication and language development well. They sing songs with children regularly to help their understanding and develop their speech. Babies and two-year-old children begin to join in with the actions to songs. Staff repeat the correct pronunciation of words when two-year-olds try to say more complex words, such as broccoli. Pre-school children can say the letter sounds for their names when asked by staff.
- Leaders provide staff with access to online training to help improve their knowledge. They hold meetings with staff and set individual targets to develop their practice. However, leaders have not been able to observe staff and provide them with coaching as regularly as they would have liked. As a result, staff interactions with children to support their learning are not at a high level consistently. For example, although leaders initially explain how they want staff to praise children, this does not always happen in practice.
- Children develop good independence skills to help them be ready for school. Babies are able to feed themselves with support from staff. Two-year-old children can find their peg and hang up their coat when asked by staff. Pre-school children learn to follow good hygiene practices. They wipe their own nose

and put the tissue in the bin.

- Staff are good role models. They remind children about using good manners. Staff help children to learn how to play together nicely. They explain to children using the same building blocks that 'sharing is caring'. Children listen well and take turns with the blocks.
- Parents are happy with the care provided by the nursery. They like that all children are treated equally and that their children feel safe with staff. Parents share that they receive regular updates from staff on their children's development. They are given ideas about how to support children's learning at home linked to themes at nursery, for example collecting leaves to look at how they change in Autumn.
- Leaders and staff support children with special educational needs and/or disabilities (SEND) well. They promptly identify when children may need extra support. Leaders and staff work well with parents and other agencies to help children with SEND make good progress. They ensure all children are included in the learning experiences available with a strong focus on what each child needs to learn next.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with regular training, quizzes and discussions at meetings to develop their safeguarding understanding. Staff and leaders are clear on signs that raise concerns about children's welfare and procedures to follow if they are concerned. Leaders are clear on the procedures to follow if there is an allegation against a staff member. They complete effective suitability checks when recruiting staff. Staff supervise children well and complete regular risk assessments to ensure children are safe. For example, staff ensure children with special dietary requirements only eat food they are allowed.

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

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

- improve frequency of coaching for staff so that their interactions to support children's learning are of consistently high quality.

## Setting details

<b>Unique reference number</b>	2534321
<b>Local authority</b>	Derby
<b>Inspection number</b>	10221992
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	116
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Rydale Children's Nursery Ltd
<b>Registered person unique reference number</b>	2534320
<b>Telephone number</b>	01332521888
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rydale Children's nursery was registered in 2019 and is located in Derby. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications between level 7 and level 2. The nursery opens from Monday to Friday all year round from 7.30am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspectors

Will Good  
Sarah Gilpin

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors spoke to children to find out about their time at the setting.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- An inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspectors.
- The inspectors 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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