

# Inspection of The Old Rectory Nursery

The Old Rectory, Main Street, Rugby CV23 9PB

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Inspection date: 14 December 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 keen and confident learners. All staff have a very good overview of each child's development, and children are very well prepared for the move on to school. The bonds between the children and staff are especially strong. Children demonstrate a strong sense of emotional well-being and very good social skills. Their emotional security is initially addressed well with a gradual settling-in procedure that staff agree with parents in accordance with each child's individual needs.

Care and kindness towards others are given a very high priority in the nursery. This has been extended during recent months with the development of a 'buddy programme', whereby children have made personalised gift boxes for their named buddy, who lives in a residential home. Parents are involved, and the boxes contain a photo and some information about the child, pictures created by the child and gifts for their buddy, such as knitted gloves. Care home staff report that the residents have been thrilled to receive the boxes, and the buddies have written back to the children.

Children behave well. Staff ensure that each child has a turn to speak, for example at group times, when some children need a gentle reminder of this expectation. Children develop a love of books and enjoy sharing their opinions about new Christmas storybooks that have been wrapped as presents, and they are taking turns to open them each day.

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

- The provider is also the manager of the provision. She ensures that staff have the knowledge and skills to consistently meet children's different care and learning needs. Staff use observation and assessment effectively to ensure that every child is challenged successfully to reach the next stage in their learning. They initially ask parents to provide information on what their child already knows and can do, and they continue to work with parents to ensure every child's needs are well met.
- Parents share exceptionally positive views about the provision. They are extremely happy with communication methods and appreciate the advice they receive on how to support children's learning at home. Parents identify the nursery as a nurturing environment and a 'home from home'. They say that children build close relationships with staff.
- Staff encourage children to develop independence. This includes teaching children to independently manage their personal needs and understand and adopt healthy habits, such as good hygiene practices.
- Staff are fully aware of every child's personality, and they are alert to any

changes to children's moods. At these times, staff ensure that children receive individual attention and encouragement to talk about their feelings. Staff support children's language development extremely well. They continually engage in conversation with children and ensure that children are given time to put their thoughts into words.

- Children are physically active outdoors every day. They learn about the natural world, for example through helping to care for chickens and through planting and growing. On a very cold day, while playing outside, the older children talk about a toy polar bear that is encased in a block of ice. Staff ask them what they think could be done to free the bear. Some children try hitting the ice with wooden hammers, but this is unsuccessful. Staff suggest pouring warm water onto the ice. Children readily use mathematical language, saying that the block of ice 'is getting smaller'. Staff encourage them to count how many jugs of warm water they are pouring.
- Older children experiment with different objects to find out if they sink or float. They then decide that they want to draw the items. Their pencil control is very good. Younger children also engage in some exploratory play. However, staff do not consistently consider ways to extend younger children's independent sensory exploration.
- A group time at the beginning of the day supports children's emerging understanding that print carries meaning and sounds link to letters. For example, staff place name cards in small groups, and each child identifies the sound of the first letter in their name and chooses their card.
- Most activities involve children of all ages, and staff are generally alert to when younger children lose interest. During a walk around the grounds surrounding the nursery, older children are keen to find hidden animals. These are picture cards, and staff read out information about the bird or animal that is printed on the back of each card. Older children are keen to explore and find the cards. However, younger children show no interest, and an alternative activity has not been considered for them.
- Staff provide a healthy diet and a range of opportunities for physically active play. Fresh food is cooked daily, and staff ensure that different dietary needs are addressed.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and manager is also the designated safeguarding lead, and she keeps her safeguarding knowledge up to date. She ensures that all staff complete training to update their child protection knowledge. Staff are aware of the signs of abuse and neglect and know the local referral procedures to follow if they have a concern. They are aware of the duty to prevent children from being drawn into situations that would cause them harm. The provider makes sure that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. Staff identify and successfully minimise potential risks, indoors and outdoors. Recruitment and selection procedures meet requirements.

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

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

- build on current practice for providing alternative activities for children who are at different stages of development
- make the most of opportunities to extend young children's sensory exploration.

## Setting details

<b>Unique reference number</b>	2591859
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10251264
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Wilson, Libby Marie
<b>Registered person unique reference number</b>	2591857
<b>Telephone number</b>	07875 207207
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Old Rectory Nursery registered in 2020. The nursery employs four members of childcare staff, and all hold early years qualifications, ranging from level 2 to level 4. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery uses the Montessori teaching method.

## Information about this inspection

**Inspector**  
Jan Burnet

## 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 provider/manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum. The inspector assessed the safety and suitability of the premises.
- Staff spoke to the inspector during the inspection, and children interacted with the inspector.
- 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of parents' views about the provision.

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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