

Inspection of Rushden Day Nursery

103 Highfield Road, Rushden, Northamptonshire NN10 9QJ

Inspection date: 13 March 2023

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

What is it like to attend this early years setting?

The provision is inadequate

The provider does not make sure that all necessary repairs to the premises are made in order to keep children safe. In addition, some staff have gaps in their safeguarding knowledge, which are not identified by managers. Information linked to making safeguarding referrals has not been kept up to date. Therefore, staff are unable to fully ensure children's welfare.

Despite these weaknesses, children develop positive relationships with the attentive and caring staff. Children with special educational needs and/or disabilities have their needs met. Staff work effectively with parents and other professionals involved with the children to promote a consistent approach to the children's care. Children learn to behave well. They are interested in the activities that are available. Two- and three-year-old children work with friends and staff to build a house. Children develop their language as they speak about the house needing walls, doors and windows. Staff are supportive and help children to think as they build. They ask well-placed questions, saying, 'Will that make it strong?' and 'Could the wind blow it down?'

Babies are confident to move around and explore. They use their fingers and develop good hand-eye coordination as they peel stickers and place them on paper to make pictures. They point at the animals on the stickers and, with the encouragement of staff, make a roaring sound like a lion. Babies giggle with delight as they use sticks to beat a drum and make noises. Staff encourage them as they say 'bash, bash, bash'.

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

- Within the last year, the nursery has been taken over by new owners. The nursery managers have identified some safety concerns within the premises. They have reported these to the provider, and some repairs have been carried out. On the day of the inspection, maintenance work was done to address some safety concerns. However, the provider has not taken swift enough action to prioritise all necessary repairs to ensure children are consistently safe.
- Staff receive regular supervision and some ongoing support from the nursery managers. However, gaps in staff's safeguarding knowledge have not been identified. Some staff do not understand how to respond in the event of an allegation. Safeguarding procedures have not been updated by managers with the current contact details for the local safeguarding partnership. Consequently, staff do not receive the support they need to update their safeguarding knowledge or enable them to refer any concerns they have to the correct agencies.
- Staff have a good understanding of the nursery curriculum. They are supportive

and encouraging as they play with the children. Since the COVID-19 pandemic, staff recognise that children need additional support to develop their personal, social and emotional skills. They plan and provide activities to encourage children to build friendships, take turns and work together. For example, staff support children to take turns during lotto games and offer clear explanations about what is expected of them. Pre-school children begin to learn to recognise and manage their feelings in positive ways. They enjoy a story that helps them to associate emotions with colours, which supports and develops their understanding.

- Staff are effective in promoting children's communication and language. They speak to children clearly as they play and give children time to respond. Children are interested in a water activity where they make tea using water, fruit tea bags and slices of fruit. Children describe that their tea smells like limes and lemons. Babies are encouraged to babble and be vocal, and staff sit at children's level as they play so the babies can see their facial expressions.
- Parents speak positively about the nursery staff. They like the daily communication from the staff and comment on how well they support them and their children, providing advice and guidance about a variety of subjects, including behaviour and toilet training.
- Children show that they feel a sense of belonging at the nursery. Staff support them to be independent and develop skills for their future learning. Children are encouraged to make choices about what they do as they play. Pre-school children know to wash their hands before eating. Children pour their drinks and learn to use cutlery at mealtimes. Babies feed themselves with a spoon or their fingers, and children readily settle to sleep at rest times. However, the weaknesses in staff's safeguarding knowledge and inconsistencies in prioritising repairs to the premises do not ensure the health and welfare of children.
- Staff get to know the children well. They quickly identify where children show gaps in their learning and plan effectively to help them catch up. The nursery staff work effectively with health visitors and other agencies alongside parents so that children receive any additional support swiftly.

Safeguarding

The arrangements for safeguarding are not effective.

The managers do not ensure that all staff understand how to respond in the event of an allegation. Contact details for local safeguarding partners are not up to date. In some areas of the nursery, the priorities for repairs have not been actioned by the provider. Nevertheless, staff are deployed effectively and supervise children well. They demonstrate a suitable understanding of signs and symptoms of abuse and how to report these concerns to the designated safeguarding lead. Staff carry out regular and thorough checks on children who are asleep. Managers carry out appropriate checks on new and existing staff to ensure they are and remain suitable to work with children.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
ensure safeguarding procedures relate to guidance from the local safeguarding partners and are accurate, up to date and shared with staff	14/04/2023
ensure all staff have up-to-date knowledge of safeguarding practices and procedures, with particular regard to dealing with allegations against staff	14/04/2023
implement appropriate safety measures to ensure children are not exposed to unacceptable risks.	31/03/2023

Setting details

Unique reference number	EY433301
Local authority	North Northamptonshire
Inspection number	10282002
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	106
Number of children on roll	129
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01933418309
Date of previous inspection	10 January 2020

Information about this early years setting

Rushden Day Nursery registered in 2011 and is located in Rushden, Northamptonshire. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications between level 2 and 6, including one with early years teacher status and one with early years professional status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery also provides an out-of-school club that offers before- and after-school and holiday care for children aged four to 11 years. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Melanie Eastwell
Charmaine Cayton

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 inspectors observed the quality of education during a variety of activities, inside and outside, and assessed the impact this has on children's learning.
- The manager and both inspectors completed a learning walk together.
- The inspectors held a meeting with the manager, the assistant manager and the quality and compliance manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke with staff and children during the inspection.
- One inspector spoke to several parents during the inspection and took account of their views.

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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