

# Inspection of Radcliffe-on-Trent Day Nursery

15 Main Road, Radcliffe-on-Trent, Nottingham, Nottinghamshire NG12 2FD

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Inspection date: 12 October 2023

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

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

### The provision is outstanding

Passionate and highly motivated leaders and staff provide a broad and ambitious curriculum for all children. They ensure that every child makes exceptional progress. They plan learning experiences that ignite children's natural curiosity and challenge them to build on and extend their knowledge and skills. Children benefit from being cared for and guided by staff who have an in-depth understanding of each child's starting points and developmental needs. Staff tune in to what excites children and sparks their enthusiasm. This helps all children to engage in meaningful, relevant and exceptionally well-tailored activities. For example, babies are provided with a wide range of sensory experiences which encourage them to explore and interact with materials and their environment. They take immense delight in pushing their hands through sticky lotion and damp sand. Babies sustain concentration for extended periods when using scoops to fill containers. They beam with joy as they tip the contents out and start again, which builds on their strength and coordination skills. The high-quality engagement from staff ensures that each child's experience is unique and purposeful.

Older children display high levels of confidence and independence as staff are skilled in encouraging and supporting them to try things for themselves. When children find it hard to manipulate the serving tongs at lunchtime, staff spend time modelling and helping them to practise the required movements. This gives children the motivation to persevere when they encounter difficulties. Children reflect these positive qualities in their own interactions with one another. When they see a friend attempting a tricky task outside, they shout, 'Go on, you can do it.' The nurturing and harmonious environment created by leaders and staff throughout the nursery helps all children to thrive and reach their full potential.

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

- Leaders and managers have successfully embedded a clear and ambitious curriculum. This is shared effectively with the staff team. Together, they strive to provide a unique setting that values and encompasses the specific needs of families and children. This is achieved through ongoing communication with parents and a thorough knowledge of children's needs. The development of an interactive sensory room has significantly enhanced children's learning experiences, particularly those with special educational needs and/or disabilities. All children are supported to reach their full potential.
- The passion and enthusiasm staff exude during their interactions with children is exceptional. Without hesitation, they ask meaningful, open-ended questions that provoke children to think, consider and problem-solve. For example, when playing outside, children are dismayed when a beanbag becomes stuck on the roof. This swiftly leads to them considering how they might resolve the situation.

Before long, children are helping staff to carry a stepladder and take turns to climb up. They discuss the importance of safety and what they need to do to stay safe. Children show a deep desire to work collaboratively and express delight when their efforts are successful.

- Children's language development is given the highest priority. Staff recognise and seize opportunities to engage children in lively conversation and build on their skills and vocabulary. Children show high levels of engagement as they communicate with one another and staff. When communicating in social situations, they use words creatively to express and explain their thinking. For example, at lunchtime, when discussing the serving cutlery, children comment, 'I can use these snappers to pick up my noodles.' Staff praise children consistently for their efforts and skilfully interject to expand on their ideas.
- Partnerships with parents and other professionals are exceptionally strong. Parents comment on the 'excellent provision' and feel reassured by the 'personal touch' that staff provide. Parents value the support and advice they receive from staff on how they can further develop their child's learning at home. Parents say that staff recognise their child's strengths and provide activities that specifically challenge their abilities. Parents express their deep appreciation for the progress their children make at the nursery.
- Staff are excellent role models and fully understand the importance of fostering children's personal development. They are always observant and alert to children's changing emotions, offering advice and a guiding hand when needed. For example, when young children become overwhelmed during outdoor activities, staff swiftly offer alternatives that instantly engage and attract their attention. Children's feelings of security and attachment are instantly restored as they settle down to share a favourite story with their key person.
- Staff encourage children to be highly inquisitive and curious. Children demonstrate this as they turn over logs to observe which creatures might be living underneath. In-depth conversations about animal habitats and caring for living things help children to develop a deep appreciation of the awe and wonder of the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that everyone who works in the nursery fully understands their responsibility to safeguard children. Staff continually update their knowledge and understanding so that they are confident in the procedures to follow should they need to report a concern about a child's welfare. They have a secure awareness of the signs and symptoms that may be indicators that a child is at risk. Staff know how to escalate concerns to outside agencies if required, including concerns regarding a colleague's conduct. Leaders have embedded a rigorous recruitment process to help to ensure that staff are suitable to work with children. Staff are vigilant when monitoring and checking sleeping children, and close supervision at mealtimes helps to promote children's safety and welfare effectively.

## Setting details

<b>Unique reference number</b>	EY264845
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10310932
<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>	1 to 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Rushcliffe Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905714
<b>Telephone number</b>	0115 9333133
<b>Date of previous inspection</b>	21 August 2018

## Information about this early years setting

Radcliffe-on-Trent Day Nursery registered in 2003 and is located in Nottingham. The nursery employs 18 members of childcare staff. Of these, 13 staff hold appropriate early years qualifications, from level 2 to level 6. This includes the manager, who holds early years professional status. The nursery is open from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Scheel

## 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 provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- 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 on children's learning.
- The inspector carried out a joint observation of an outdoor group activity with a member of the management team.
- Parents shared their views of the nursery 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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