

Inspection of Ridgemount Cottage Nursery School

73 Ermin Street, Gloucester GL3 4EH

Inspection date: 24 January 2024

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

What is it like to attend this early years setting?

The provision is good

Senior leaders and managers have reflected well on the changes they needed to make following the last inspection. Recent changes to the curriculum help staff focus on how they are planning for children's learning and development. Key persons know children well. They are on hand to greet children as they arrive at the setting. Even those new to the setting settle quickly with the care and support from their key person.

Changes to the rooms children play and learn in, as well as the outdoor spaces, are having a positive impact on children's enjoyment and learning. Younger children love the music and dancing outdoors when they first arrive. They readily join in with staff, recalling the actions to songs, before eagerly heading indoors to find out what activities are on offer. At nap time, babies enjoy the peace and quiet of their new sleep room, monitored well by staff.

Older children enjoy outdoor activities. They eagerly explore the 'forest' area, build dens, climb trees and listen to stories round the log circle. Staff help develop children's independence, confidence and resilience. All children begin learning how to put on coats and wellies for outdoor play. Younger ones receive help as well as encouragement, while older children confidently show that they know what to do. Key persons support children as they move through the setting. Children have 'taster' sessions in new rooms to help them get to know other staff and children. Staff take older children on visits to the schools they will move on to and invite teachers to the setting. Children are well prepared for the changes in their learning, including the move on to school.

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

- Leaders and staff recognise the importance of promoting children's communication and language skills. Staff make sure they find out words in the home languages of children who are learning to speak English as an additional language so they can use them in the setting. In addition, staff routinely use signs and words along with gestures and actions to help all children communicate with them and others. Children are becoming confident talkers.
- Children behave well. Staff remind children to use 'kind words' and 'kind hands' when playing and interacting with each other. For example, when toddlers get frustrated as others try to take their dough 'cakes' from the pretend oven, staff sensitively help them to share and take turns. They plan activities such as yoga for children, to help them manage their emotions and feelings. Staff link this to core stories they are reading with children. Younger children have time to relax and calm down. Older children listen well to instructions as they try out new movements and positions. They eagerly tell staff when they achieve the correct

shape for the 'chair' pose. Staff reward them with plenty of praise and children take pride in their accomplishments.

- Staff plan different activities for children to help them develop new skills and knowledge. Key persons know what children need to learn next. They interact well with children for the most part. However, at times staff do not adapt activities as well as they could to take into account the different ages and stages of children's development. Some children are more confident than others, and staff notice them more. This means that, sometimes, quieter and less confident children miss out on extending their learning as well as they could.
- Partnerships with parents are strong. Parents comment that staff know their children well. They receive regular updates about what their children are learning and how they can continue this at home. Parents of younger children value the information on their children's days, which includes what they have eaten and nap times. Staff quickly recognise when children might need extra support. They talk with parents and other professionals and arrange help for children. All children, including those with special educational needs and/or disabilities, make good progress.
- Staff use core stories across the setting. They plan activities for children to explore the story in greater depth as they play. Younger children explore what happens when they add water to cereal to see if they can make the porridge that the bears eat. Older children sit for a focused activity led by staff. Staff talk about textures, smells and the look of the cereals and other ingredients. Staff try to include the children but not all the children get a chance to actively join in. Some children stand up, then roll about on the floor and lose interest as they cannot fully take part.
- Children use their imaginations and make connections. Older children use the picture on the box of the puzzle to help them work out where the different pieces fit. Toddlers help staff collect the eggs from the chickens in the garden. They know the chickens need water and food to live. Outings to the local shops, library and parks help children learn about their local community. Recently, staff have made connections with a setting in another country, to help children learn about similarities and differences in the wider world.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- make sure staff working with the older children organise adult-led group times in

ways that help children to have more interactions and learning opportunities

- continue to tailor the curriculum to ensure staff are sequencing learning and building on what children know and can do effectively.

Setting details

Unique reference number	EY545310
Local authority	Gloucestershire
Inspection number	10299490
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	120
Number of children on roll	174
Name of registered person	Ridgemount Cottage Nursery Limited
Registered person unique reference number	RP545309
Telephone number	01452 864107
Date of previous inspection	19 May 2023

Information about this early years setting

Ridgemount Cottage Nursery School re-registered in 2017 and is located in Brockworth, Gloucestershire. The setting operates from 8am to 6pm, Monday to Friday, all year round, except for bank holidays and a week at Christmas. The nursery employs 42 members of staff, 36 of whom currently work with the children. Of these, nine hold qualified teacher status, one holds an appropriate childcare qualification at level 5 and one holds an appropriate childcare qualification at level 4. A further 14 hold appropriate childcare qualifications, 11 at level 3 and three at level 2. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Anita McKelvey
Marie Swindells

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The owner/director and lead inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 lead inspector carried out a joint observation of group activities with the manager for the younger children and the second inspector carried out a joint observation of group activities with the manager for the older children.
- The lead 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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