

Inspection of Ryehills Farm Day Nursery

Rye Hills Farm, Northampton Road, West Haddon, NORTHAMPTON NN6 7AS

Inspection date: 7 January 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children separate from their parents with ease as they arrive at nursery. Children display strong bonds with their key person as they greet them with a smile and a cuddle. Babies seek out their familiar adult for reassurance when they need it. Older children are confident to ask adults for help when they try and find their matching wellington boots as they prepare to go outside. Staff know children well and show that they understand their care routines. They have high expectations for children's behaviour, and generally, children behave well. When children display signs of unwanted behaviour, staff deal with this swiftly and appropriately. Children are beginning to understand why it is important to behave in a certain way.

Children benefit from a vast outdoor environment and enjoy nature walks. Older children create bug hotels and learn about insects. Younger children practise using their large-muscle skills as staff teach them how to safely go up and down steps. Children learn how to keep themselves warm and how to put on their scarves and gloves. Children enjoy a range of role-play opportunities and learn about different occupations, such as being a police officer. Older children are learning to recognise their name as they hang their coats onto the peg labelled with their name.

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

- Leaders have a clear curriculum, which is well sequenced and broad. They know what they want children to learn and how to help them become ready for school. However, not all staff understand how to effectively plan engaging activities that build on what children already know and can do. For example, they provide play dough but do not plan what they want children to learn from this. Consequently, at times, children become bored and wander off. Others begin to display signs of unwanted behaviour.
- Children who speak English as an additional language are particularly well supported. Staff use a range of signs and visual aids to support children's understanding. They ensure that children who may need extra support are always in close proximity to an adult, who ensures that their needs are met. As a result, children who speak English as an additional language make excellent progress in their learning.
- Children with special educational needs and/or disabilities (SEND) receive support from the nursery. Leaders ensure that timely referrals are made to other agencies, when appropriate, and work closely with other professionals. Leaders develop specific targeted learning plans for children with SEND to help close the gaps in their learning. Parents say that the nursery is very helpful to their children with SEND.
- Staff generally support children's communication and language well. They sing familiar nursery rhymes and songs that children enjoy listening to. Staff adapt

the language they use with children of different ages. For example, with younger children, staff thoughtfully use simple language to help them understand. With older children, staff skilfully ask a range of questions that encourage children to think and respond. However, staff do not always encourage children to remove their dummies once they are settled at nursery. As a result, children try to talk with dummies in their mouths. This does not help them learn to pronounce words correctly or be understood by others.

- Children begin to develop a love of books and reading. Staff provide a wide selection of books, which children can access independently. Children proudly talk to visitors about books they have chosen to read. Staff read books to children in an engaging way.
- Parents are happy with the care their children receive at the nursery. They describe staff as friendly. Staff work closely with parents to ensure that they receive regular developmental information about their child's learning. Parents know who their child's key person is and say they receive advice and suggestions from staff to support their children's learning at home.
- Leaders provide regular supervision for staff, along with opportunities for professional development. Staff feel well supported and say that their leaders are approachable.

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:

- improve planning and implementation of activities to ensure that they are tailored to the needs of the children present to build on what they already know and can do
- encourage children to remove dummies to further support their speech and language development.

Setting details

Unique reference number	EY379904
Local authority	West Northamptonshire
Inspection number	10364143
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 4
Total number of places	103
Number of children on roll	129
Name of registered person	Climbing High Nurseries Limited
Registered person unique reference number	RP908919
Telephone number	01788 510333
Date of previous inspection	28 January 2019

Information about this early years setting

Ryehills Farm Day Nursery registered in 2009 and is managed by Climbing High Nurseries Limited. The nursery employs 19 members of childcare staff. Of these, 13 hold early years qualifications between levels 2 and 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rachel Barsby-Robinson
Annette Franklin

Inspection activities

- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspector and the manager carried out a joint observation of a communication and language activity.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025