

Rushden Day Nursery

103 Highfield Road, RUSHDEN, Northamptonshire, NN10 9QJ



Inspection date

3 February 2016

Previous inspection date

1 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has a clear understanding of their legal responsibilities and is committed to ongoing improvement. The manager works closely with other Early Years Teachers from the group's partner nurseries to continually identify ways to develop the already good practice.
- Key persons closely observe and accurately assess children's individual development and next steps. Through successful teaching methods, they lead interesting and challenging experiences, extending children's learning effectively. All children are making good progress.
- Children are happy and settled at the nursery and their behaviour is very good. Through the staff's strong support and positive role modelling, children are developing respectful relationships with staff, other adults and their peers.
- Very good use is made of all areas of the nursery to present interesting and inviting spaces. Babies relish exploring their stimulating sensory den. Children in the Caterpillars room enjoy their inspiring reading area with puzzles and stories focused on favourite woodland characters.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs and extending their learning. Staff liaise effectively with external agencies and services, so that they all work well together to ensure all children get the support they need.

It is not yet outstanding because:

- During planned group activities, staff working with the children of pre-school age do not consistently support their attention and listening skills.

What the setting needs to do to improve further

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

- review and increase the opportunities to further support children's involvement and the development of their attention and listening skills.

Inspection activities

- The inspector observed activities in all of the playrooms, both of the nursery gardens and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and the provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on questionnaires and messages given to the manager.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand their roles and responsibilities in keeping children safe from harm and abuse. They are vigilant at all times to the safety of the children and thorough risk assessments are in place. Robust and regular monitoring of practice and specific action plans clearly identify areas for improvement. There are strong systems in place for the supervision and monitoring of staff. There is a well-qualified team and their ongoing professional development is supported through mandatory and additional training.

Quality of teaching, learning and assessment is good

Staff offer very good support to children of all ages during their play. They sensitively interact with them and make good use of opportunities to extend children's language and develop their skills across many areas of learning. Young children in the Ladybirds room become engrossed in their exploration of various utensils and sensory items set out on an activity table. They explore the unusual properties of cotton wool, pulling it apart carefully with a pair of tongs and fitting the pieces into differently sized containers. Young children copy the modelled speech of staff and use descriptive words, such as soft and squash. They explore shape and space and staff discuss concepts, such as full and empty as they experiment. Children in the Butterflies room enjoy role play, imaginatively and creatively cooking with real vegetables. Staff sensitively extend children's learning while still allowing them to lead the play. Children count out the cups they have set out. They look at and recognise the letters and words on food packaging. They link these to their own previous experiences and discuss food preferences and talk about their family.

Personal development, behaviour and welfare are good

Staff are caring and responsive to children's needs. Children form very positive, trusting relationships with them. This fosters children's emotional security and their well-being and develops their self-confidence. Babies enjoy the challenge of feeding themselves. They are encouraged by staff and praised for their achievements. Older children take pride in developing their independence as they serve their own meals and later clear away their things. Children enjoy exploring independently and both the inside and outside play areas are very well resourced to inspire their investigations. Children and babies develop a sense of curiosity and are self-motivated to explore. Babies marvel at the noise that jangly bangles make; they concentrate as they handle them, enjoying the sensory nature of the metal and shape. Pre-school children have great fun experimenting with water-spray bottles. They mix in mud and spray paint on the garden fence or use soapy water to wash their scooters and bicycles.

Outcomes for children are good

All children are making good progress. This includes disabled children, those with special educational needs and those for whom the setting receives additional funding. Children are developing positive attitudes to learning, helping to prepare them well for the next steps in their learning and their eventual move on to school.

Setting details

Unique reference number	EY433301
Local authority	Northamptonshire
Inspection number	853396
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	103
Number of children on roll	163
Name of provider	Davidson-Roberts Limited
Date of previous inspection	1 March 2012
Telephone number	01933418309

Rushden Day Nursery was registered in 2011. The nursery employs 18 members of childcare staff, all of these hold appropriate early years qualifications from level 2 to level 6, including one with Early Years Teacher status. 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.

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