Inspection of Rothley Park Kindergarten

Loughborough Road, Rothley, Leicestershire LE7 7NL

Inspection date:	23 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy in the nursery environment. Babies show that they are comfortable and content. For example, they smile at staff and wave to them. When staff wave back, babies become excited and clap. They are confident to explore the activities and experiences on offer. For instance, they are fascinated by bottles filled with interesting items, such as glitter. Babies crawl across the room to the mirrors and show curiosity as they look at their own reflections. Staff are attentive and sensitively support babies in their play.

Children behave well. During circle time, they listen intently while staff talk to them about the various breeds of birds. Staff show children pictures of birds. They ask, 'what bird is this one?' and children contribute their ideas and excitedly reply 'a woodpecker'. Staff show the children a coconut bird feeder, and the children take turns feeling the shell. Children learn new words, such as 'suet', and staff explain how this helps to keep the birds nice and warm.

Children access a well-resourced outdoor area. They develop their large muscles and coordination skills. For example, they use paint brushes and water to paint the fence, and chalk to make marks on the floor. They use their strength to climb up the steps of a slide and confidently slide down with glee.

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

- Leaders know the curriculum intent across the nursery. However, this is not consistently understood by all staff. For example, the nursery benefits from having several rooms with high staff-to-child ratios. Children move to the next room when they are developmentally ready. However, not all staff are clear about what they want children to learn before this transition takes place.
- Staff support children's mathematical development. For example, at snack time, staff ask children how many pieces of cucumber they have. Children learn about numbers and quantities as they use pretend money during imaginative play. Older children explore three-dimensional shapes with staff. They compare and count the corners of the shapes.
- Children learn how to take care of their teeth. They use toothbrushes and pretend teeth as they practise toothbrushing skills. Staff engage children in conversation about teeth and visiting the dentist. Children show their understanding. For example, they know that only a small amount of toothpaste is needed when brushing their teeth.
- Children develop a love of books. Babies cuddle staff as they look at pop-up books together. Children self-select the stories that they would like the staff to read. They are engaged as staff read stories with enthusiasm and excitement. Staff involve children and link stories to their experiences.

- Overall, the staff support children's communication and language well. However, in some rooms, staff do not consider the impact of background noise on children's learning. For example, music is played without a purpose for prolonged periods of time. This can make it difficult for young children to concentrate, particularly when learning their first words.
- Children learn about job roles and the people who help them. For example, staff arrange for community police officers to visit the nursery. Children learn how the police help to keep people safe. Staff extend children's interest by providing older children with props and dressing-up clothes, such as police helmets and high-visibility jackets.
- Parents speak highly of the nursery. They comment on the personable approach and say that 'every staff member is brilliant'. Parents feel that staff know children well, take time to find out their interests and notice their progress in learning.
- Staff support children to be independent. During snack, children safely use a knife to cut pieces of banana and apple. Children proudly say, 'I did it all by myself'. Staff show the children how to peel a banana, and they successfully copy their actions. This gives children a sense of achievement and promotes confidence in these tasks.
- Leaders support staff in their ongoing professional development. They provide access to a wide range of e-learning courses. However, staff's professional development is not always targeted to further raise the quality and consistency of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand how to keep children safe. They have robust systems in place to ensure that the building is secure. This helps to prevent unauthorised visitors entering and children leaving unsupervised. Hand sanitising stations are used frequently by staff and visitors. This prevents the spread of illnesses and infections. Staff can accurately identify signs that indicate a child is at risk of harm. They confidently know what action to take should they have concerns about the welfare of children. A mobile phone and camera policy is in place, which is monitored and understood by staff and parents.

What does the setting need to do to improve?

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

- help staff to have a consistent understanding of the curriculum intent to further support children's learning and development
- focus more precisely on the professional development of staff to strengthen the quality of teaching.

Setting details

Unique reference number	EY244466
Local authority	Leicestershire
Inspection number	10234688
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	113
Number of children on roll	140
Name of registered person	Rothley Park Kindergarten Limited
Registered person unique reference number	RP525396
Telephone number	0116 230 3888
Date of previous inspection	23 January 2017

Information about this early years setting

Rothley Park Kindergarten registered in 2003 and is situated in Rothely, Leicestershire. The nursery employs 35 members of childcare staff. Of these, 27 hold appropriate early years qualifications from level 2 to 6. The nursery operates from Monday to Friday, 8am until 6pm, for 51 weeks of the year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mel Walker

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The deputy manager and the inspector completed a learning walk together of the nursery and discussed the early years curriculum.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke to staff and children at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of a group activity with the deputy manager.
- The inspector looked at relevant documentation with the manager and reviewed evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents spoken to on the day of the inspection.

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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