

Inspection of Prepcare Nursery Rugby

43 Cromwell Road, Rugby CV22 5LY

Inspection date: 18 February 2022

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

Children are happy and demonstrate they feel safe in the nursery. They show high levels of self-esteem and confidence. Babies are content and settled, including those new to the nursery. They confidently explore the easily accessible toys and resources. Babies go to staff for reassurance and respond positively to their relaxed and fun approach. Children develop high levels of independence. Babies learn to feed themselves and 'tweenies' follow instructions while they help to tidy toys away. Older children can put on their own coats and shoes.

There are high expectations for children's behaviour. Children share and take turns. They respond promptly to gentle reminders from staff when they momentarily forget. Children learn how their behaviour affects others. Older children learn to regulate their behaviour and negotiate with others to resolve successfully any potential conflicts. Children learn about the benefits of fresh air and exercise. They take part in activities that help them to learn about healthy lifestyles, including growing and eating fruit and vegetables, and oral health.

Children show an eagerness to learn, which prepares them well for future learning. All children make good progress from their starting points, including those who receive funded care and children with special educational needs and/or disabilities (SEND).

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

- The highly committed manager and her team have made significant improvements since the last inspection. The newly created curriculum supports children's learning and development effectively. Staff know the children well and what they need to learn next. They provide activities and experiences linked to children's interests and learning needs.
- Staff use consistent behaviour management strategies that support children to develop a good understanding of right and wrong. They provide lots of praise and encouragement. This has a positive impact on children's emotional well-being.
- Staff place a strong focus on preparing children for starting school. They have high expectations of all children, including those with SEND. However, the overall curriculum plans to help to develop children's understanding of the world are less strong. Staff do not consistently create enough opportunities for children to learn about the similarities and differences between themselves and others.
- Staff support children to develop good literacy skills. For example, staff help children to link letter shapes and sounds. Children engage deeply while they find the letters of their names from the middle of the table and match them to their

name card. Staff encourage children to sound out each letter and provide gentle hints, when needed.

- Staff understand the sequence that precludes the technical skill of handwriting. They provide an array of fun activities to help children develop their small muscles, in readiness for future writing. Babies sprinkle and rub sand between their fingers. 'Tweenies' squash and poke scented dough into seashells and they use their fingers and hands while they eagerly join in action songs. Older children thread letters on pipe cleaners to spell out their names. They count and build patterns with small number cubes.
- Staff support children's mathematical development well. Babies develop mathematical concepts because staff use words, such as 'more' and 'all gone', during play and routines. Children in the 'tweenies' room learn shape recognition when they sort, match and manoeuvre different shapes to slot successfully the toy eggs together. Older children compare sizes of sea life toys during water play. Staff extend their learning by asking questions that require children to use simple calculation in their play and routines.
- Staff use every opportunity to promote children's language and communication skills. Staff in the baby room acknowledge children's babbles and gestures. This helps babies to know that their vocalisations are valued. Staff engage older children in lively, thought-provoking conversations.
- The manager has developed effective systems for monitoring the quality of teaching. She observes staff practice and provides advice, support and training where she identifies issues. The manager has a good overview of the strengths and weaknesses of practice.
- Parents are complimentary about the staff and nursery, and say their children enjoy attending. However, staff do not always fully support parents to help accelerate children's acquisition of toileting skills at home.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of child protection procedures and can recognise the possible signs of abuse and neglect. Robust recruitment and vetting systems are in place. This helps to ensure that staff working with children are suitable. All accidents, injuries, along with first-aid treatment given, is recorded and parents are asked to sign an acknowledgement that they have been informed. Staff carry out daily checks to help ensure the environment is safe for children to play in.

What does the setting need to do to improve?

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

- help children develop a greater understanding of the similarities and differences between themselves and others to further develop their awareness of diversity

- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills.

Setting details

Unique reference number	EY543315
Local authority	Warwickshire
Inspection number	10126220
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 4
Total number of places	57
Number of children on roll	71
Name of registered person	Prepcare Day Nurseries Ltd.
Registered person unique reference number	RP539550
Telephone number	01788 561616
Date of previous inspection	18 September 2019

Information about this early years setting

Prepcare Nursery Rugby was registered in September 2017. The nursery is one of several operated by Prepcare Day Nurseries Ltd. The nursery is open all year round from 8am to 6pm. The provider employs 15 members of staff, 13 of whom hold appropriate early years qualifications ranging from level 2 to level 3. The provider is in receipt of funding to provide early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 manager and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences 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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