

# Inspection of Rushcliffe Pre-School

Abbey Road & Lady Bay Children's Centre, Abbey Road, West Bridgford,  
Nottingham NG2 5ND

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Inspection date: 26 September 2025

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children arrive happily to the setting. They receive a warm and caring welcome from familiar staff. Children develop close relationships with staff, who know them well. This helps children to feel safe and secure. Children are enthusiastic, calm and relaxed while they play, happily sharing resources with one another and building friendships.

Children are curious and explore the stimulating play environment, which staff specifically plan to engage all children, including children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Children show what they have been learning as they independently match animals to a book when following the storyline. Staff motivate children to spend extended periods of time on their chosen activities, such as exploring various construction vehicles. Staff model clear language and develop children's knowledge of different construction vehicles through role play. Children are keen to play with staff and include them in their games. Staff plan ample opportunities to ensure that all children develop their gross and fine motor skills well. Older children enjoy navigating their way across an obstacle course, and younger children use tweezers and whisks in the outdoor play kitchen. All children persevere with challenge and show a confident attitude.

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

- The provider's curriculum intent and implementation are embedded securely across the pre-school. Children's early communication and language skills are given the highest priority. Staff are strong role models of spoken English. They work together to provide meaningful opportunities for children to engage with language in different ways. Children become confident communicators, including those learning to speak English as an additional language.
- Children thoroughly enjoy exerting their energy as they develop and practise their physical skills outdoors. They have fantastic fun as they experiment with large hoops. Staff initiate games and give children instructions to follow. Children play together, successfully rolling a hoop along the ground. Children show determination as they chase hoops excitedly and laugh together with staff and their peers.
- Managers ensure that children who need extra help receive it at the earliest opportunity. They work closely with parents and other professionals to put appropriate support in place for children with special educational needs and/or disabilities (SEND). All children make strong progress from their starting points, which prepares them well for their next stages in learning.
- Managers demonstrate a positive approach to working in partnership with parents. Home visits and detailed conversations with families support a strong

understanding of children's interests, needs and backgrounds. Staff continue to build positive relationships as they invite parents into pre-school to share their home cultures with all children. Staff share children's assessments and next steps in learning through face-to-face conversations and through an online app. Parents comment positively on the progress their children make, especially in developing their confidence and language skills.

- Experienced and knowledgeable managers invest heavily in the staff team. There is an effective programme of monitoring, support and training for all staff. Managers and staff effectively identify areas they wish to work on, such as the way they deliver mathematics. For example, they strive to incorporate mathematics into all aspects of the environment and actively make positive changes.
- Children behave very well. Staff help children to create the rules and boundaries for the pre-school. Staff consistently provide suitable explanations to enable children to develop a deeper understanding of the rules. Children become fully aware of how the rules help to keep them safe and apply the knowledge they have to assess risk for themselves.
- Staff provide opportunities for children to develop their knowledge about the local community. They invite visitors, such as firefighters, to the pre-school to support children to learn about people who help them. Staff create opportunities for children to celebrate some cultural events.
- Children are exposed to planting and using the allotments to grow their own foods for snack time. They take part in growing potatoes and carrots and learn to take care of them as they grow. Children explore herbs such as lavender, and staff use these in the outdoor kitchen to offer sensory experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY550096
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10407696
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	25
<b>Number of children on roll</b>	18
<b>Name of registered person</b>	Rushcliffe Pre-School (Nottingham) Ltd
<b>Registered person unique reference number</b>	RP550095
<b>Telephone number</b>	07535265300
<b>Date of previous inspection</b>	15 January 2020

## Information about this early years setting

Rushcliffe Pre-School registered in 2017. The pre-school employs five members of childcare staff. Of these, one holds early years teacher status, and three hold appropriate early years qualifications at level 3. The manager has a foundation degree in early years education. The pre-school opens from 9am to 3.15pm, from Monday to Friday, during term time. The pre-school provides funded early education for children.

## Information about this inspection

**Inspector**  
Kate Francis

## Inspection activities

- The management team and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the management team about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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