

# Inspection of The Redbrick Day Nursery - Kingswell Road

Kingdom Hall, Kingswell Road, Kingsthorpe, Northampton, Northamptonshire NN2  
6QB

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Inspection date: 23 June 2025

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy when they arrive at nursery. Staff greet children with a smile and welcome them inside. Children show that they have a sense of belonging. This promotes their positive well-being. Staff caring for babies are gentle and attentive. They give cuddles and reassurance when babies are upset, which helps them to return to their play when they are ready.

The nursery curriculum is ambitious for all children, including those who have special educational needs and/or disabilities (SEND). Staff deliver the curriculum well. They adapt it so every child can build on the skills and confidence they have already. Staff invite children to explore and challenge themselves. This is seen when staff support children with their physical skills. Children take staff's hand to steady themselves as they step over soft and bumpy surfaces. As children's independence grows, they explore how to move their bodies in new ways as they clamber over the same surface on their hands and knees.

Staff are positive and encouraging in their approach and spend lots of time playing alongside children. They offer a wide range of experiences that children are curious about and motivated to explore. This contributes to children following their own ideas as they play. Children spend lengthy amounts of time focused and concentrating on their chosen activity. They behave well and copy staff when they model how to play cooperatively together.

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

- Leaders have a clear vision for the nursery. They support staff effectively through observations and discussions about staffs' practice. Overall, the reflective approach results in staff learning from one another and identifying their priorities for their continued professional development. However, this is not fully embedded to consistently improve the delivery of the curriculum. Sometimes, when staff interact with children during activities, they do not extend children's knowledge and thinking. That said, leaders do all they can to ensure the nursery is inclusive. All children receive appropriate care and assistance to meet their needs and help them make progress in their learning.
- Staff help all children, including those who speak English as an additional language, to develop their communication and speaking skills. They encourage babies to babble and repeat the sounds they make back to them. Staff engage pre-school children in conversations about caterpillars, butterflies and ladybirds during a craft activity. Staff listen to children and give them praise when they recognise and identify their favourite sea creatures, such as shark and dolphin.
- Staff know the children well and give them support and encouragement as they play. They know where children are in their learning and use their interests to

plan activities. When babies show an interest in balls, staff initiate games with them, such as rolling a ball back and forth and saying, 'Ready, steady go!' Babies giggle with delight and learn to share and build relationships with their peers.

- Staff have a consistent approach to their high expectations for behaviour in the nursery. Staff are good role models for children. They comment when children are kind and help their friends. Staff remain calm and speak clearly to children, so they know what is expected of them. Children are busy and interested in their chosen activities. They work well together and cooperate as they play.
- Staff value each child as an individual. They talk to children about diversity and how everyone is different. Staff consistently promote the nursery expectations to be kind and respectful to others. Through stories and discussion with staff, children learn how to recognise and begin to manage their emotions. For example, during group times children talk together about feelings, such as being confident and nervous.
- Staff work closely with all parents. They welcome information from parents about their children with SEND and take account of this, as well as guidance from other professionals who are involved with the children. This collaborative approach helps staff be confident to understand and meet children's specific needs. Staff provide all parents with personalised feedback each day about what their children have enjoyed and their care routines. The setting uses an app to keep parents up-to-date with their child's progress. This includes information about the activities they provide and what they want children to learn.

## 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:**

- strengthen staff's skills and interactions to consistently support and extend children's thinking and learning as they play.

## Setting details

<b>Unique reference number</b>	2809083
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10410336
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	74
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Wade Childcare Services Limited
<b>Registered person unique reference number</b>	RP900220
<b>Telephone number</b>	01604 213333
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Redbrick Day Nursery – Kingswell Road registered in 2024. It is in the Kingsthorpe area of Northampton. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications between level 2 and level 6. The nursery provides government funded places for children aged nine months to four years.

## Information about this inspection

**Inspector**  
Melanie Eastwell

## Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke with the manager, the nominated individual and the deputy about the leadership and management of the nursery.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager and discussed the teaching and learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views. The inspector also took account of written feedback from parents.

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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