

# St George's Nursery School

Inspection report for early years provision

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**Unique reference number**

957051

**Inspection date**

27/01/2011

**Inspector**

Patricia King

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

St. George's Nursery School opened in 2001. It is situated in the Oadby area of Leicestershire, and serves the local and surrounding areas. The nursery is a purpose built, single storey building and all children share access to secure outside play areas.

The setting is open Monday to Friday from 07.30am to 6.00pm each day. It is open 51 weeks of the year, closing only for public holidays and one week at Christmas. Children attend a variety of sessions. There are currently 107 children on roll. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are currently 19 members of staff working with the children all of whom hold an appropriate early years qualification. The setting receives support from the local authority and has links with local schools.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff know the children well and work as an enthusiastic, informed team to ensure that children's individuality and needs are recognised and met. They work in close partnership with parents and other agencies to ensure that all children are fully supported and they get any additional support they need. A comprehensive range of policies and procedures are in place to support the safety and welfare of children and staff show good understanding of how to use these effectively. Efficient systems to monitor and evaluate the setting's performance are in place to embed ambition and drive ongoing development.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that observations of what children can do are used effectively to check that learning is secure in all areas and planning is consistently informed to promote children's next steps in their learning and development.

## **The effectiveness of leadership and management of the early years provision**

Robust recruitment and vetting procedures are in place to ensure that all staff, volunteers and students are suitable to work with children. All staff hold childcare qualifications to NVQ level 2 and above. Thorough staff induction and newly established appraisal systems ensure that all adults working in the setting are fully informed and prepared for their responsibilities and work efficiently in the setting.

Staff demonstrate good understanding of their responsibilities with regard to safeguarding children and describe clearly how to take appropriate action to report any concerns they have. Safety is carefully considered in this setting and detailed risk assessments indoors, outside and on outings ensure hazards are identified and minimised. Consequently, children are cared for in a safe, secure environment.

The environment and resources are arranged effectively to offer stimulating play and learning opportunities indoors and outside. Staff are knowledgeable and enthusiastic, working together effectively to promote children's welfare, learning and development. All required policies and procedures are in place and regularly reviewed to ensure they are effective and staff demonstrate good understanding of these documents. Parents feedback their satisfaction and positive comments about the ways they are informed and included in their child's learning and development journey. This means the nursery successfully makes all children and their families feel individual and valued. The setting has established positive partnership with others involved in the children's lives, for example, other providers and agencies. Effective systems are in place to support children with special educational needs and/or disabilities and to ensure children with English as an additional language are fully included in all aspects of the nursery. This supports children's overall development and progress and ensures that all children are enabled to fully participate and benefit from their time at the setting.

The improvements recommended at the last inspection have been implemented. The setting successfully uses a variety of monitoring and evaluation systems to recognise strengths, identify weaknesses and establish how they perform. This information is used fully efficiently to secure and drive on ongoing improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare, learning and care are effectively promoted. The nursery proudly displays the children's work, photos of them at play and illustrations to support their learning and behaviour. The environment is arranged creatively to offer stimulating play and learning opportunities across the curriculum. Toys, equipment and resources are kept within easy reach at child height to promote independent choice and child-led activities. A secure outside play area provides opportunities for children to learn and develop in the outdoors.

Staff spend time getting to know the children, their likes, dislikes and preferences which means they are fully informed and prepared to offer support or challenge where necessary for individuals. Staff have good understanding of the Early Years Foundations Stage and understand how children learn through their play. Careful attention is paid to keep up to date with details of children's interests and significant events in their lives. Consequently, children soon develop a sense of belonging and enter the nursery with confidence to enjoy and learn from the interesting and challenging opportunities offered each day.

Babies receive good levels of support as staff tempt and encourage them with carefully placed toys to promote rolling, stretching and crawling. Their smiles and

giggles signal their pleasure as they experience such early learning opportunities. Any frustration or distress is soothed by gentle support from staff always ready to nurture or help them settle when separation from their carer is difficult.

Older children enter the playrooms confidently and eagerly settle into the daily routines, anticipating their indoor and outdoor activities with interest and enthusiasm. Children are encouraged to select and move between resources as they play developing their interest and extending activities. In this way children are involved in play and experimentation across different areas of learning using the environment fully to promote their learning. Children are confident to ask for help or select a favourite story which they enjoy sharing and adding their own contributions. For example, they enthusiastically acted out the story of the Gingerbread Man.

Staff skilfully capture the children's interest and imagination. For example, an outing to the city market stemmed from children's discussion and developing interest in healthy food and diet. The trip, by public transport, was planned and organised to promote children's awareness to safety and the environment as they journeyed to select and purchase common and exotic fruit and vegetables. They describe the shapes, smells and tastes of the produce they gathered and brought back to share with others. In this way children had opportunities for learning across all areas by first hand experience.

Staff demonstrate positive role models and intervene promptly and sensitively if necessary. They promote acceptable behaviour with praise and encouragement which leads to a happy, harmonious environment. Children are learning to recognise and value differences by celebrating festivals and significant events in the wider world. They are learning about others less fortunate than themselves and engage in fund raising activities such as Children in Need. Visitors from the local community such as road safety officers and the police help children learn about the world in which they live.

Children's health and welfare are effectively promoted because staff lead by example to ensure children learn through daily routines and activities. For example, children are learning why careful hand washing after using the toilet and before handling or eating food is important to their good health. Good systems are in place to observe check and record children's learning and parents are kept fully informed of their children's progress by discussion and some records. However, although available, this information is not kept consistently up to date throughout the nursery. This means that individual next steps are not always clearly evident in planning. Overall, children in this setting make good progress through the programme of activities provided.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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