

# St Georges Nursery School

Inspection report for early years provision

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**Unique reference number**

226987

**Inspection date**

22/11/2010

**Inspector**

Alex Brouder

**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 Georges Nursery School opened in 2000. It operates from a large extended and refurbished building on Grace Road, close to the Cricket Ground and main Aylestone Road. Families use the nursery from all over the city and county.

There are currently 163 children from birth to eight years on roll. This includes 17 funded three-year-olds and no funded four-year-olds. The nursery has experience of caring for children who have learning difficulties and/or disabilities and children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 7.30am until 6pm. Children can attend for a variety of sessions.

There are 23 members of staff working with the children. Of these, nine have early years qualifications at Level 3 and 11 at Level 2. The manager is currently undertaking her early years degree. There are two members of staff currently on training programmes. The nursery uses the Montessori approach to learning and receives support from a mentor teacher from the Leicester City Early Years Development and Childcare Partnership.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, children's care and learning is effective and good partnerships with parents and carers ensure that they are fully informed, although partnerships with other settings are not yet fully effective. The recently appointed manager and their team have an enthusiastic and dedicated vision for the nursery. Staff offer an inclusive environment in which the needs of children are obtained before entry and supported throughout. This helps children make steady progress in their learning according to their starting points through staff's sound knowledge of how to implement the Early Years Foundation Stage. Systems to evaluate and improve practice to secure continuous improvement are developing. Policies and procedures to support children's health and safety are in place, although they are not always followed effectively, which may impact on their welfare and well-being.

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

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

- monitor the process for observational assessment to ensure it consistently links to all of the six areas of learning and offers sufficient challenge for all children
- review and improve hand washing procedures in order to minimise the risk of cross-infection, particularly for children under two
- develop further all staff's involvement in reflective practice, self-evaluation

and informed discussion to question practice and test new ideas to further improve the quality of provision for all children

- ensure systems are in place to promote continuity of care between other providers offering the Early Years Foundation Stage to children.

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

Overall, children's welfare is supported as staff have a secure understanding of their responsibilities to record and report any concerns they may have regarding a child's wellbeing. Most staff have attended training in this area and are able to explain the nursery procedures. The new manager is clear on her roles regarding reporting concerns to the appropriate agencies should there be a concern raised against a member of staff, supporting children's welfare. Staff are mindful of children's safety and are vigilant in ensuring that gates to stairs and external doors are kept locked at all times and CCTV ensures that this is effectively monitored. Robust risk assessments ensure that children's safety indoors, outdoors and on outings is supported. Good recruitment and vetting procedures are in place to ensure that all adults working with children or in the proximity of them are safe and suitable. In the main, induction procedures are thorough in ensuring that staff are armed with knowledge and skills to carry out the setting's policies and procedures.

Systems to evaluate and monitor existing practice are developing to help the nursery identify any gaps in the service that is offered to parents and carers, however, this is not yet fully effective. Regular staff meetings ensure that staff are fully informed of any changes and provide staff with opportunities to share good practice. All recommendations from the last inspection have been addressed which shows a commitment to improving the service provided. Staff have a clear understanding of working with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities. Children are fully included in every aspect of nursery life and have opportunities to engage in activities linked to a range of festivals, such as Eid, Diwali and Bonfire Night, extending their knowledge of other cultures as well as increasing their sense of belonging.

Partnerships with parents and carers are good and parents speak highly of the caring and welcoming staff team, as well as the support that is offered to their children in terms of increasing their abilities and enabling them to have fun. As a result, children's individual needs are well met by staff. Parents are kept fully informed of how their children are developing within the nursery through daily discussion, diaries and formal parents meetings. In addition, parents are consulted at each room move and asked to complete 'all about me' forms to identify any changes in routines or information that they would like to pass on to the next room their child goes to. Partnerships with other settings have not yet been established to enable information on children's progress and abilities to be shared.

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

Children in all areas of the nursery clearly feel safe and secure and are happy and relaxed within the environment. This is supported through staff's warm and welcoming interactions. All children have enough space to move around freely and easily in their identified rooms and good organisation of resources enables children of developing mobility to practice their independent walking skills. Ongoing observations are beginning to be used appropriately to identify children's achievements and next steps. This information is then used to plan a learning environment suited to the needs of individual children's skills and abilities. However, this is not yet consistently reflecting all areas of learning or identifying appropriate challenge for some children, which has the potential to impact on the progress some children make towards the Early Learning Goals. Parents are positively encouraged to review their child's developmental records and to add their own comments should they wish to, or any progress they may have observed from home, contributing well to children's learning.

Children are happy at the nursery and play cooperatively. For example, two young children enjoy playing with the pasta and pots, making food for each other and laughing as they pretend to eat it. Older children greet each other and known adults by their name and babies show recognition of familiar adults as they reach out their arms to them when arriving or seek them out when upset. Young babies' skills for their future learning and development are supported well as they are encouraged to explore and investigate the space and toys around them. They show increasing delight as they successfully press buttons to make music and sounds and laugh as they bang natural materials together to make sounds. Children have sound opportunities to develop their independence and ideas as they are able to make choices in their play to support and extend their ideas, for example, young children take the pots and pans from the home corner to play in the sand.

Children's language and literacy skills are developing well. Staff regularly create opportunities to sit with the children to look at books in groups and on an individual basis. An older child was observed to sit with a book and read the story to the inspector, showing that children understand that print carries meaning. Their language skills are supported well as staff use appropriate questioning skills in their play and take time to listen to children's responses. In addition, staff ensure that those children for whom English is an additional language are supported in gaining developing understanding of English as well as using familiar words in their spoken language, contributing to their sense of belonging. Children of all ages have sound opportunities to practice their mark-making skills as they use crayons of differing sizes and older children are freely able to access pencils and crayons as well as varied shapes and sizes of paper to enable them to create freely. Children's imagination is good and all age groups have access to a range of equipment and resources to support this area, such as, dolls, home corner items, cars and dressing up. Younger children were observed playing in the home corner with the dolls, using the sink to bath the doll, chatting to their peers as they did so. Children behave well and are learning to share and take turns. Staff offer

frequent praise and encouragement which increases children's confidence and self-esteem. Children's awareness of the wider world develops as they explore the festivals of a variety of cultures, such as Diwali, Christmas and Eid, as well as having access to suitable resources that promote diversity, such as, dolls of varied ethnicity and gender, dressing up resources and books. Children take part in activities to observe growth, for example, planting a range of items within the outdoor planters and caring for them appropriately, increasing their knowledge and skills for the future.

In the main, children's health is effectively promoted throughout the nursery. However, children under two are not regularly encouraged to wash their hands before meals and snacks, which impacts on their health and well-being. All children are offered a healthy and balanced diet at the setting and older children talk about foods that are good for them, such as fruit and yoghurt. Children have sound opportunities to be physically active and most age groups enjoy daily access to the garden where they can run, climb and jump in the fresh air. Regular walks are taken in the locality to ensure that all age groups are able to explore the outdoors. Children learn about keeping safe. For example, staff talk to them about walking up and down the stairs in safety and older children explain why this is. Staff speak about teaching children the importance of road safety when they take them out and about in the locality. Regular fire drills help children to know exactly what to do if the fire alarm is activated.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
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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