

# Stanhope House Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY284247

**Inspection date**

25/01/2011

**Inspector**

ISP Inspection

**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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Stanhope House Day Nursery opened in 1975 and has been under the current ownership since 2004. It operates from four rooms in a victorian building in Leicester. Children are cared for on two levels within the building according to their age and development. All children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and both parts of the compulsory Childcare Register to care for a maximum of 37 children at any one time. There are currently 50 children in the Early Years Foundation Stage on roll. The nursery is open each weekday from 8.15am to 5.45pm for 50 weeks of the year. The setting currently supports a number of children with special educational needs and who speak English as an additional language.

The nursery employs 11 members of staff. Of these, nine hold Level 3 qualifications, one holds Level 2 and one is working towards Level 6.

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

Overall the quality of the provision is good.

Children's individual needs and uniqueness are acknowledged by the successful implementation of the Early Years Foundation Stage and consequently make prolific progress in their learning and development. Good engagement with parents maintains children's health, welfare and early education. Effective organisation ensures children are cared for in a nurturing environment where their safety and security is fulfilled. Children are motivated and enthusiastic in their learning and development and excellent systems to observe, record and identify their next steps for future learning are established. They have systems in place for self-evaluation, however, they are not yet fully reflective in identifying how areas of strength and improvement have been achieved or to record further progress.

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

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

- treat mealtimes as an opportunity to promote children's social development
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development that will improve the quality of provision for all children.

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

The setting is effectively led and managed as those in charge strive for quality through robust self-evaluation processes to identify strengths and drive

improvement. However, they have yet to establish secure procedures to ensure the views of staff and all parents are included. Staff are knowledgeable regarding safeguarding issues as designated staff members have attended training and information is cascaded at regular staff meetings. They know the procedures to follow, should they have any concerns regarding a child in their care. Required policies, procedures and records for the safe and efficient running of the setting are established and revised as necessary to maintain compliance with the regulations. Robust recruitment and induction procedures ensure qualified staff, with relevant knowledge and experience, are suitable to work with children. Further training is supported by management who recognise the benefits of staff development and the consequent impact this has on the quality of the care children receive. A stable and consistent staff group work competently together to ensure security and day-to-day routines are efficiently sustained. The recent addition of a bio-metric access system and a security camera at the entrance provide an extremely safe environment where children feel secure and protected. They are very settled within the nursery. Older children negotiate stairs carefully and move confidently between adjoining rooms.

Children are cared for in age-appropriate rooms where their transition through the nursery is led by their readiness and developmental progress. The transfer of information between key persons is managed considerably well to ensure ongoing consistent care for children and support for parents and carers. All areas are organised with an abundance of resources and innovative activities.

Good communication channels and partnerships with parents ensure information is shared to enable staff to care for children according to their individual needs, interests and their parents' preferences. Daily discussions and individual records are used consistently to aid communication. Parents are kept extremely well informed about their children's development and share in supporting their on going progress. Parents acknowledge their involvement within the nursery. They speak highly about the management, staff and the welcoming environment in which their children flourish. They are secure in their knowledge of the quality of care they receive.

The setting works diligently with others involved in the children's care, such as health professionals and specialist workers. This ensures children reach their full potential and supports the identification and inclusion of any child with additional needs. Children who speak English as an additional language are supported extremely well and become fluent learners. Familiar phrases, obtained from parents enable staff to liaise with children in their first language. Links with local schools are established to aid a smooth transition as children move on in their education.

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

Children follow robust routines to become knowledgeable about the importance of hand washing 'to get rid of germs.' Children enjoy organic hot chocolate at snack

time and fresh carrot sticks and sugar snap peas at dinner time. They talk about 'calcium in fresh milk for strong bones'. Children eat eagerly at lunch time with nutritionally balanced meals from a four weekly rotated menu. They use knives and forks successfully and pour their own drinks. However, there are occasions when the staff's attention and interaction is not sustained, particularly during dinner time to maintain these high standards and develop children's skills.

Children make rapid progress towards the early learning goals in a rich and vibrant learning environment based on child initiated activities. Innovative ideas are effectively initiated by staff to inspire their interests and make learning fun. They gainfully organise and steer their play from an abundance of easily accessible resources. Children talk with growing excitement about Chinese New Year, the vibrant creative work displayed and the foods they will consume. Two adjoining rooms allow older children to experience a range of tactile activities involving sand, water and creative materials. Table activities and quiet areas facilitate active play and relaxation. Amid the busy atmosphere a child sits on soft furnishings turning the pages of a song and rhyme book with pictures and text. She sings each song with animation, adding hand actions to Twinkle, twinkle little star and Incy wincy spider.

Wearing wellington boots and suitable outdoor clothing, children relish their time in the highly imaginative outdoor area. They skilfully use child sized tools to rake and collect leaves. Children fill watering cans and transfer water through hoses to make a large bubble puddle with the addition of liquid soap on the veranda. They squeal with delight jumping and splashing with adults. Children count in simple action songs and those with bubble blowers use early mathematical terms to compare the size of large and small bubbles they make. Children climb and slide with precision on static equipment, throw and catch balls and expertly steer wheeled toys. The weaving path encircling the lawn area is used purposefully as children create chalk patterns and use water and brushes to paint on walls and the veranda. Children point out emerging shoots and a child states, 'they grow from the bulbs under the soil and will grow into spring flowers'.

Parents agree to pay for activities from outside agencies and children eagerly participate in weekly sessions of 'Yogabugs'. They join enthusiastically in an 'action adventure' to rescue a princess trapped by pirates while they learn simple yoga techniques. They end by relaxing as they hold lavender bags over their eyes and one child whispers 'night night' as she curls on her side holding her lavender bag which 'smells lovely'. Staff observe and assess children and maintain meticulous written and photographic records to identify children's progress in their learning and development.

Babies and very young children receive excellent care in visually stimulating rooms. Resources promote inquisitiveness and exploration including hand activated toys and those to develop hand-eye coordination. Cornflour mixed with water provides tactile experiences as babies dip their hands in large bowls provided at floor level. Thorough hygiene routines, including the use of gloves and aprons minimise the risk of cross-infection. Baby's health is actively promoted through the parental provision of nappies, creams and wipes to ensure they use familiar products.

Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, children know what is expected of them, behave well, take turns and develop awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect the wide diversity and ethnicity of those attending the nursery. Written text in languages other than English are effectively portrayed and books, posters, wall displays and play equipment help children to value difference and each other. They take part in various activities to celebrate in an extremely wide and varied range of special events and festivals. They visit museums, theatres and city parks enabling children to make sense of the world and their place within it.

## 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	1
The effectiveness of safeguarding	1
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

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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	1
The extent to which children feel safe	1
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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