

# Early Learners' Nursery School

Inspection report for early years provision

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**Unique reference number**

EY410668

**Inspection date**

09/06/2011

**Inspector**

Kate Bryan

**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**

Early Learners Nursery School opened in 2010. It is privately owned and runs from a church hall in Leicester City; the setting is open from 7am until 6pm throughout the year. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 26 children aged from birth to eight years. Currently, there are 35 children on roll, of whom 19 are in the early years age range. The setting currently supports children with special educational needs and/or disabilities as well as children with English as an additional language

The setting employs 10 members of staff all of whom hold appropriate early years qualifications. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Children enjoy their time at the nursery because staff have a good awareness of what interests them, this means they can plan a wide range of activities which engage them. Staff have a good understanding of children's individual needs and foster excellent partnerships with parents. Staff make generally good use of observations and planning to ensure children have an individual learning experience. All required policies and procedures are in place and are used effectively to ensure the nursery is well organised and safe for children. Good systems are in place to monitor and evaluate the performance of staff and the nursery which ensures children receive a consistent service. Self-evaluation is also used well to set targets which enable the setting to maintain continuous improvement. This is the first inspection since registration.

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

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

- develop links between children's starting points and the areas of learning so their achievements can be built upon
- improve the use of daily routines to promote children's learning with regard to more counting in everyday activities.

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

Staff have a good understanding of their role in safeguarding children and all have attended training in this area. A clear policy is in place which is shared with parents and this includes reporting procedures which ensure children are well protected. Children's safety is further enhanced as admittance to the building is monitored by staff and all visitors sign into the group. Recruitment procedures are

robust and ensure that children are cared for by staff that are qualified and suitable. People who are not cleared are never left alone with children.

Detailed risk assessments are in place for the premises and outings and staff also check daily to ensure the environment and resources are safe. The nursery has been visited by a speaker who has helped the children to learn about road safety and work undertaken on this has developed their awareness of keeping safe. The nursery is welcoming with children's work displayed throughout and this helps them to feel valued and raises their self-esteem well. There is free-flow between activities and children's choices are promoted effectively as staff explain to them what is available to play with.

All staff members are qualified and training is well supported to ensure children benefit from motivated staff who are current with practice. Regular appraisals also identify any development needs and in-house training is provided to ensure children receive a consistent service.

The management team is using self-evaluation well to identify areas for improvement, such as making sure lots of activities are taken outdoors. An action plan is also in place, and updated monthly, and this clearly shows what has been achieved in order to maintain continuous improvement.

A highly comprehensive range of operational policies and procedures are in place and a website is under construction which is an excellent way of making these available to parents. Highly effective measures are in place to help parents be involved in their child's learning, for example as they record children's achievements 'Wow' moments and share these with staff. They can also attend stay and play days where they join in with their children's learning and have fun together. Questionnaires provide parents with opportunities to actively contribute to the running of the nursery and staff are always available to receive suggestions. Parents spoken to expressed very positive comments about the nursery and staff and felt they were well informed about their children's progress. Good systems are also in place to work with others who deliver the Early Years Foundation Stage to children and the nursery has been proactive in liaising with local schools.

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

The nursery is bright and inviting with lots of interactive activities to engage children, for example, in the mark making area they are invited to display their own work. This helps them to value their contributions and to share them with friends. Lots of good quality resources ensure children have a varied range of experiences, for example, as they sit in the book area or make phones from stickle bricks.

Children are confident talkers and staff have a wide range of language skills to support those with English as an additional language. Children are eager to share their experiences in the larger group and receive lots of praise when they can

remember what they had to eat at snack time.

Staff have a good understanding of the Early Years Foundation Stage and frequent observations clearly identify what individual children have achieved and need to learn next. Children's learning journeys contain lots of examples of their work and they look through their 'Writing' and 'Creative Books' with pride. However, children's progress may not be supported as well as possible as their starting points are not yet linked to the areas of learning.

Children's physical development is well promoted and they enjoy a range of resources, they also use local parks which have large equipment such as, swings and a climbing frame which increases challenges for them. The garden is used effectively to provide a good range of activities for children and they enjoy looking for bugs and chalking on a board. This area also has a range of wooden shapes displayed on the wall which helps children with shape recognition; they also understand concepts such as, bigger, medium and smaller. However, counting in everyday activities is not used as well as possible to help children become familiar with this. The children are also learning about the natural world as they grow vegetables which they eat; they are also excited when they spy a beetle in a room. Staff use this spontaneous opportunity well to ask children questions about what it may eat and how many legs it has. Children also learn about recycling and reusing materials well, for example, as they make igloos out of plastic bottles.

Staff have helped children to learn about the needs of others as they fund raise for events for charities. They also learn about the wider world effectively as they acknowledge a range of festivals, such as Diwali and Easter and children enjoy tasting a range of food from different cultures. Children understand the need to cooperate, for example, as they sit together at a mark making table, and behave well as they share resources with each other. All children are also nominated as a 'helper' and are proud when they help to tidy away and sweep up. This promotes their confidence and self-esteem well.

Children have a secure understanding of effective hygiene procedures as they wash their hands and brush their teeth after meals. They also have a good awareness of healthy options as they bake and enjoy 'fruit parties' where they are encouraged to try a wide variety of fruits.

## 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	1

### 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

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