

# Nanpantan Nursery School

Inspection report for early years provision

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**Unique reference number**

EY354437

**Inspection date**

09/11/2011

**Inspector**

mary kelly

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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**

Nanpantan Nursery School opened in 1968 and re-registered as a Ltd company in 2007. It operates from one room in an old school building in Loughborough. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during term time. Sessions are from 9 am until 12.15 pm and 12.30 pm until 4.15 pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the setting at any one time. There are currently 45 children attending who are within the Early Years Foundation Stage. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three and four year olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above and two staff with a teaching qualification. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

The manager leads a committed team who are enthusiastic, caring and professional in their practice. Staff recognise the individual needs of the children and work as a team to ensure they are met. Staff plan activities to encourage children to develop new skills and have fun. As a result, children are fully supported in making good progress in their learning and development. Staff have a good knowledge of the policies and procedures, which are at the heart of the setting. The staff team demonstrate a commitment to providing good quality care and regularly reflect on their practice through the use of self-evaluation.

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

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

- continue to develop dialogue with other settings that children attend, who are not committed to sharing information regarding children's achievements
- continue to develop the outdoor environment.

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

Staff have a clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. The robust recruitment and vetting procedures ensure all adults working with the children are suitable to do so. Children's safety is given priority and this is proactively reviewed. For example, effective risk assessments are in place and at arrival and departure times staff deploy themselves well to ensure the safety of children. Clear policies and procedures are in place, shared effectively and updated as required. There is a clear vision and good objectives shared by the manager and staff in the setting. They have successfully met the recommendations raised at previous inspections to promote and extend on-going opportunities for children's learning. They are always reviewing ways to further improve the provision as detailed in their self-evaluation document. They use appropriate methods to enable views of staff, parents and children to be listened to and acted upon. The setting is well-resourced providing various activities and opportunities for the enjoyment of the children present. The staff's proactive approach to community working and links with external professionals are exceptional. However, staff feel that they need continue to review methods engaging settings who have not shared information regarding children who attend more than one setting.

Effective leadership and staff relationships promote efficient team work. All staff are proactive in the promotion of their roles and daily responsibilities, such as good use of staff deployment and initiative which ensures all children are closely supported, supervised and involved in activities. Key persons are assigned to children ensuring their individual needs are met, to monitor their development and form excellent relationships with parents and carers. Staff gather information of children's starting points and encourage parents to share in the excellent learning journals that clearly set out children's progress. All parents and carers are involved, well-informed and willing to express their appreciation for the setting. They feel the children are 'so happy', staff 'work hard and care about the children' and 'feel sad when the children leave the setting'. Parents are comfortable in the setting and are invited to many special events throughout the year. Staff communicate extremely well with other professionals including those who work with children with special educational needs and/or disabilities and English as an additional language. This enables the practice to be consistent and complementary.

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

Clear arrival and departure procedures are always being reviewed to ensure children's safety. Children enjoy a range of freshly prepared healthy snacks, such as a variety of fruit and a choice of milk and water. Older children serve each other and pass the plate around promoting their independence and sharing skills. They calculate how many children are at the table and get the correct number of cups. Younger children enjoy sitting and have a social time, appropriate support is given to the children if required. Children are very aware of how to have healthy

lifestyles and whilst eating snack one child stated that 'food gives me energy'. Children are encouraged to develop habits appropriate to good learners as they share equipment, take turns and listen to others. They recognise their needs and those of peers and will help each other, for example pushing up sleeves of other children prior to washing hands. Children are aware of safety, talking about the whistle used at fire drills and having safety talks from staff prior to going outside in wet weather. Children enjoy going outdoors. Staff regularly review the outdoor environment and they would like to renovate this further and have applied for a grant to enable them to do this.

Children develop confidence and show enthusiasm for all experiences on offer. The bright environment is spacious, well organised and there are many displays of children's art work and how they celebrate festivals. This promotes the children's confidence and self-esteem. Useful and detailed information regarding children's information is communicated effectively with parents. For example, newsletters, access to a social networking facility, communication books as well as daily verbal feedback. Good use of observations and assessment informs the planning well. This ensures that a variety of age-appropriate and well-resourced activities are provided. Younger children enjoyed making firework pictures and are able to use sellotape dispensers well. Older children enjoyed kneading and making handprints in the clay, whilst talking about the changes as the clay hardens.

Staff are enthusiastic and work happily with the children. Children enjoy looking at books and can freely do this and also enjoy having stories. Older children enjoyed the story about 'Wilfred to the Rescue' which led to in-depth discussions about floods going down and a child saying a current was like a 'whirlpool'. All children are able to count and count the number of children and adults present and find them on the number line. Whilst playing with dough, younger children are able to use rolling pins, cutters and knives. Staff know the children well in the setting and they record if a child does something for the first time, for example, a child being able to thread a needle.

## 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	1
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	1
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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