

# De Verdun Nursery

Inspection report for early years provision

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**Unique reference number**

EY424462

**Inspection date**

16/11/2011

**Inspector**

Kate Bryan

**Setting address**

De Verdun Childrens Nursery, 14 Arnolds Crescent,  
Newbold Verdon, LEICESTER, LE9 9LD

**Telephone number**

01455828853

**Email**

deverdunnursery@aol.com

**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*.

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## **Description of the setting**

De Verdun Children's Day Nursery is privately owned and re-opened under its current ownership in 2011. It operates from single storey premises in the village of Newbold Verdun in North West Leicestershire and children attend from Newbold Verdun and surrounding areas.

The nursery is registered on the Early Years Register to care for a maximum of 48 children at any one time. There are currently 53 children on roll. The nursery is open each weekday from 7.30am to 6pm all year round, except for bank holiday Mondays and a week at Christmas. The nursery currently supports a number of children with special educational needs and/or disabilities and is in receipt of nursery education funding.

The nursery employs 13 staff who work directly with the children, of these 12 hold appropriate early years qualifications. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Children are content and settled at the nursery and happily engage in a wide range of activities. These are planned around children's individual needs because staff have a good awareness of promoting their learning and development. Overall, positive partnerships with parents and other agencies are also well established to ensure that all children's needs are met. Generally, all required policies and procedures are in place and are used effectively to underpin the management of the nursery. Systems to monitor and evaluate the setting's performance are good and self-evaluation is used to drive improvements in the service for children. 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 recruitment procedures so that staff understand they must declare all changes to circumstances which may affect their suitability to work with children
- develop further systems to share information and offer support for parents to extend their child's learning at home.

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

Children are well protected because staff have a good understanding of their role in relation to safeguarding and most have attended training in this area. They are clear about reporting procedures and a detailed policy is in place which is shared with parents so they are clear how their children will be protected. Recruitment procedures are generally robust, although, staff associations are not routinely checked to maximise these procedures.

The setting has good measures in place to help children to feel safe. For example, prior to trips out staff talk to children about road safety to ensure they are not frightened by traffic. This helps them to be responsible for their own safety.

Detailed risk assessments are also in place which include procedures for outings and the premises are also checked daily to ensure the environment is safe for children. The nursery has a wide range of easily accessible resources which support children's learning and development.

The manager understands that self-evaluation is an ongoing process and all staff are actively involved in identifying areas for development. The manager is clear about maintaining continuous improvement and achieves this by ensuring that staff training is well supported. Staff are deployed effectively so all children have individual support and this works well to help children with special educational needs and/or disabilities participate in all activities.

A useful range of operational policies and procedures are in place and a positive equality and diversity policy underpins inclusion for all children. Parents have good opportunities to comment on the setting by completing entrance and exit questionnaires or by leaving feedback on the website. However, support to help parents promote their children's learning at home is not as effective as possible. Parents spoken with were very pleased with the way their children are settled and their progress.

Good progress has also been made in working with others who deliver the Early Years Foundation Stage to children which means they receive a consistent service. For example, staff from the local school visit so they have an awareness of the children they will teach.

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

Children's learning and development is progressing well as staff have a good understanding of the Early Years Foundation Stage. Children's developmental starting points are established and observations are used to identify the next steps in their learning. Staff have a good awareness of responding to children's individual interests and planning is flexible to accommodate this.

The nursery is welcoming with displays of children's work on the walls which helps them to feel valued and raises their self-esteem well. Space is used imaginatively to provide children with opportunities to engage in a wide variety of activities in different rooms. For example, there is a sensory room, a role play room and an art

room and resources are clearly labelled which helps promote children's awareness of words. Children enjoy free-flow throughout the nursery and into the garden where they confidently explore their environment and the activities available. These include mark making using paint brushes and water, running and negotiating space and cutting and gluing pictures onto boxes in the fresh air.

Children are confident communicators and staff have completed work with them on emotions so they can explain how they are feeling, this helps them to manage their behaviour well. Children and staff also use 'Makaton' to sign and a pictorial timetable is in place which ensures children with communication difficulties or with English as an additional language can make choices and join in with all activities. Children are kind to each other and a young child asks an older one how to operate an interactive toy and thanks her when she has done this. Children are also learning about helping other people as they fund raise for a children's charity and this also gives them a good sense of belonging to a group.

Children's behaviour is good and they respond well to staff's gentle reminders to share and take turns. They routinely use good manners because they copy how staff behave and this means they are learning good skills for the future. Children learn about the environment as they go on bug hunts and look for spiders, they have also built a wormery which is an effective practical activity to cement their learning. Children also collect leaves and twigs on trips which they bring back and use to create pictures which promotes their imagination well.

Warm relationships are in place between the staff and the children who happily involve staff in their play. They sit together on the floor and children select their favourite books which staff read to them. Staff use this opportunity well to ask questions to help children think about the story, such as 'Can you see the puppy?' Children then choose the next story which promotes their choices well. Children enjoy a good variety of home cooked meals and they have grown potatoes, tomatoes and beans which they have eaten. This helps them make good links between healthy options and how the environment can be used to sustain them. Children also understand the importance of good hygiene as they routinely wash their hands and know why this is important in keeping them healthy.

## 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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