

# Smisby Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY280477  
**Inspection date** 03/11/2011  
**Inspector** Elaine Poulton

**Setting address** Main Street,, Smisby, ASHBY-DE-LA-ZOUCH, Leicestershire,  
LE65 2TY  
**Telephone number** 01530 416279  
**Email** info@smisbydaynursery.co.uk  
**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Smisby Day Nursery is one of two settings run by Smisby Day Nursery Limited. It opened in 1990 and has been under the current ownership since 2004. It operates from a building in Smisby, Leicestershire. All children share access to a secure enclosed outdoor play area.

A maximum of 50 children may attend the setting at any one time. There are currently 73 children on roll who are in the early years age range. Of these, 17 children receive funding for early years education. The setting is registered with Ofsted on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting is open Monday to Friday from 8am to 6pm except for public holidays and Christmas. The setting works with children with special educational needs and/or disabilities.

The setting employs 31 members of staff, of whom 20 hold appropriate early years qualifications to level 3. One member of staff holds a degree in early years and Early Years Professional Status. The setting receives support from the local authority.

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

Overall the quality of the provision is good.

Most children are making good progress in their learning and development because they enjoy their time in the nursery and staff recognise their interests and individuality. Staff have a good knowledge of the Early Years Foundation Stage, but observations are not always used effectively to plan the next steps in a child's learning and development. Staff have good relationships with parents to secure knowledge of children's individual routine needs. Policies, procedures and parental permissions are clear to support good practice. Systems to monitor and evaluate the service are good, which provides a secure basis for continuous improvement and better outcomes for children.

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

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

- develop the use of observations and assessment to plan the next steps in a child's developmental progress
- improve the opportunities for all children to be outside on a daily basis.

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

Procedures for safeguarding children in the setting are effective. There is a good range of procedures and parental permissions to ensure children are safeguarded.

There is good staff vetting and induction, and effective continued suitability procedures are in place. Staff know their role in and responsibility for reporting any child protection concerns to the appropriate agency. There is a risk assessment, which includes additional daily safety checks to be undertaken. All staff are aware of their personal responsibility to identify and minimise hazards to keep children safe. Children take part in regular emergency evacuation procedures to help develop their awareness of keeping themselves and others safe. These measures are effective in promoting the good health, well-being and safety of all children in the setting.

Equipment and resources are generally well used, and many games and small world toys are stored in labelled containers in the learning environment. This allows children easy access and ample opportunity to choose and make decisions about their play. Most children have good opportunities to use the enclosed outdoor area, where they can safely investigate and involve themselves in more energetic and exploratory play. However, the outdoor area is not exploited fully, resulting in some children having fewer opportunities than others to play outdoors on a daily basis.

Staff foster good relationships with parents, carers and extended family. Information is shared with parents through a number of effective ways. For example, parent notice boards, regular news updates and a webpage. Parents share babies' and younger children's individual routine and care needs with their key person, which in turn ensures they receive a good level of support. Partnerships with others who are involved in the delivery of the Early Years Foundation Stage are good. Practitioners work well with other professionals to support the inclusion of children with special educational needs and/or disabilities. For example, there are effective relationships fostered with the local authority special needs coordinator and local nursery school teachers. This ensures effective levels of care and continuity of learning for children during their transition from one setting to another.

The Ofsted self-evaluation form is used to reflect on practice. The setting has taken part in a quality assurance scheme to support the inclusion of children with special educational needs and/or disabilities. The majority of staff hold a paediatric first aid certificate, and some have undertaken safeguarding awareness training. Three members of staff are currently undertaking foundation degrees in early years. The recommendations raised at the setting's last inspection have been addressed, resulting in improved outcomes for children. The setting welcomes support from the local authority to reinforce good practice. Staff work well together as a team and are keen to implement ideas, such as a new assessment tool to assist them to help children to make as much progress as possible towards the early learning goals. This demonstrates a professional outlook concerning continuous improvement.

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

Staff have a secure understanding of the early years learning and development framework and how children learn through play. Consequently, most children are making good progress towards the early learning goals. However, staff do not consistently use assessment to plan the next steps in a child's developmental progress. This has an impact on the progress children make towards the early learning goals. Staff are skilful in identifying children's particular interests, and plan and organise a range of meaningful and fun activities for all children in the setting.

Babies are familiar and comfortable with the daily routine. They smile, laugh and gurgle eagerly. They approach staff to sit on their laps and are applauded when they join in with games. Their good behaviour is reinforced with praise, gestures and words such as 'Well done'. Babies settle quickly; they are happy and respond well to the individual time and attention they receive. Cosy areas are made inviting for staff to read books with the younger children. Staff introduce vocabulary and repeat words to them during play. Toddlers are learning other children's names through nursery songs, and they sit, listen and wait for prompts to join in with the fun games. They enjoy listening to stories and join in with action rhymes. They attempt to sing along to their favourite songs such as 'Ring-o-roses'. This helps to develop their language and communication skills effectively. There are good opportunities to introduce resources and props and to encourage older children to become actively involved in their learning during planned and routine activities. For example, older children involve themselves in events such as making Christingle candles, and they use the interactive white board and computer to learn new songs, and listen to stories and music. They are growing in confidence and are keen to share their news with one another during small circle time. This helps develop their knowledge and understanding of the wider world around them.

Children have a good range of sensory activities to investigate. All children explore their creativity as they freely paint, explore shredded paper and develop their imagination during role play. They have easy access to a good range of construction resources, malleable materials, tools and utensils in the learning environment. They investigate tents and dens with torches. They are developing their knowledge of the natural world. For example, younger children go outside in the double buggies to explore. Older children have access to a range of small world and battery-operated resources such as torches and computers, which they are keen to use. As a result, they are developing skills to equip them in the future. Older children are well behaved and are consistently praised for good behaviour and gently reminded when their behaviour is not acceptable. This helps them consider how their behaviour affects others.

There is a good range of healthy meals and snacks on the nursery menu, and drinking water is easily accessible. Older children show they understand healthy hygiene practices and independently wash and dry their hands after toileting, before meal times and after messy play activities. Younger children and babies are well supported during daily routines, such as nappy changes and at meal times. Sleep, feed and rest times closely mirror those of home. Younger children's

physical skills are developing well because resources are made available to encourage them to become more mobile. Children are learning about safety and are helped to use a range of everyday tools appropriately. For example, when children use scissors they are reminded how to handle them safely. Most children have opportunities to use the outdoor space on a regular basis. This helps to promote their understanding of living a healthy lifestyle.

## 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
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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