

# Nurture Me Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY440607

**Inspection date**

21/08/2012

**Inspector**

Sarah Measures

**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

Nurture Me Day Nursery is a privately owned day nursery and registered in 2012. It operates from a converted building on the outskirts of Lutterworth in Leicestershire. The nursery serves the local area. The nursery is accessible to all children and there are fully enclosed areas for outdoor play.

The nursery is open each week day from 7.30am to 6pm all through the year. It is registered by Ofsted on the Early Years Register and on the compulsory and the voluntary parts of the Childcare Register. Children attend for a variety of sessions. A maximum of 97 children may attend the nursery at any one time. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. Out of school care is also provided for children. There are currently 59 children on roll of whom 39 are within the early years age range.

The nursery employs 14 members of staff to work with the children, of whom 12 hold appropriate early years qualifications at level 3 or above. The nursery has support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, policies and procedures effectively safeguard the children and most support the welfare of the children very well. Excellent policies and procedures promote children learning and development. This is a very nurturing setting that values all adults and children highly. The nursery has changed premises but has been operating for a year now and has achieved significant improvements during this time. Very strong values and inclusive practices are cascaded from managers to staff and children who, therefore, develop a very strong sense of belonging. Staff work with parents at every opportunity to consult them and to share information to plan to meet children's needs.

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

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

- use evidence from references for all staff in order to make decisions of suitability.

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

Overall, policies and procedures are well organised and place a high priority upon the safety and welfare of the children. Staff make up a dedicated, well-qualified and well-organised team that supervise and support the children very well. Staff show very responsible attitudes towards safeguarding children. They are confident in their knowledge and understanding of the possible indicators of child abuse and of referral procedures. Procedures for vetting staff are mostly robust. However, on one occasion a member of staff was purposefully recruited because of her known competence and values. This meant that managers were more relaxed and did not take up all of the usual formal references which are relevant to confirming decisions about staff's suitability to work with the children. Staff conduct effective risk assessments across all aspects of the provision, indoors and out of doors to ensure the safety of the children.

All children choose from an excellent variety of good quality toys and learning resources. They use very good quality and safe equipment to support their safety and independence. Staff place the needs of the children first and work extremely hard to consult and involve parents within the setting. Parents are consulted through the development of the parents' forum that is set up to encourage good relationships and share ideas to develop and improve. Therefore, parents feel valued and part of the setting. This goes a long way to supporting the nurturing ethos of the nursery and its aims that all children feel valued and cared for. Excellent opportunities exist for parents to be involved in children's learning and to support their learning further at home. This contributes significantly to children's ability to thrive and to reach their full potential. Staff also work hard to support the learning children receive at other settings that children attend. For example, children within the reception year at school attend the out of school provision and staff plan activities that link to themes of learning at the school.

Managers are skilled at supporting and encouraging staff to develop. Managers value the contributions of staff, who are well motivated and well qualified. Staff are keen to learn and develop which further contributes to the positive values cascaded to the children. Very many methods of evaluation and reflection exist across all aspects of the nursery. These are overseen and collated extremely effectively by managers who expertly monitor the effectiveness of the provision and plan comprehensively for improvement. This is an extremely inclusive provision that welcomes all children. Staff proactively seek support and information in order to make sure they can care for children from different backgrounds. They make sure they fully include all children and offer them the best opportunities to develop. Staff's excellent methods working with parents and methods observing and assessing children mean any difficulties with children's development can be identified at an early stage in order for any additional support to be put into place.

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

Children very much enjoy their time at this vibrant and welcoming setting. They enthusiastically choose from an excellent range of activities that promote all areas of their learning in many fun and interesting ways. Children particularly enjoy their learning and achieve because key workers expertly plan according to their interests and next steps. Staff also involve parents in planning for children's next steps that are very carefully monitored and professionally evidenced within 'learning stories' compiled for all children by key workers. Excellent opportunities exist for children to develop skills for their future learning. This is because staff have high levels of knowledge and understanding of how children learn best through feeling valued and secure. Children's personal, social and emotional needs are prioritised by key workers in order to plan to provide a firm foundation for their future learning and development. Children see themselves represented within the setting and feel valued and included. For example, key workers display photographs of the children and of their families throughout the setting.

Children are challenged at every opportunity because staff observe them closely in order to monitor their interests and achievements which are very effectively brought into a cycle of planning and evaluating children's experiences. Babies and very young children explore, play and learn in a very purposefully organised and enabling environment. They freely and safely explore with a range of developmentally challenging toys and activities. They are involved in a very good variety of messy play opportunities to further encourage their curiosity, concentration and desire to learn and explore. The needs of babies and very young children are very well considered by staff who understand how they thrive. For example, babies choose their favourite songs through pointing to pictures and through signing which enables them to communicate and make choices from an early stage.

Toddlers and pre-school children choose freely to play indoors or out of doors and most choose to play outside for most of the sessions. This provides excellent opportunities for them to develop healthy habits and routines. Children also enjoy very healthy and nutritionally balanced meals and snacks. They are involved in activities that help them to understand how to keep healthy and how to be responsible and to look after other living things. For example, they grow vegetables and plants and they look after the pet guinea pigs. Older children are currently planning and preparing to build a run for the guinea pigs. Children are actively involved in planning and preparation work to maximise upon their learning potential and to involve them within the setting.

Children behave very well because they are so well stimulated and valued. They learn to be responsible and consider the needs of other through staff's purposeful discussions and excellent role modelling. Older children encourage younger and less able children demonstrating how staff successfully promote positive values. For example, a rope swing has been erected in the garden instigated by a child's idea. This transformed into a very purposeful activity for all children because the

less physically confident children were curious and wanted to take part and they were encouraged and supported by the older and more able children.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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