

Markfield Day Nursery

220 Leicester Road, Markfield, Leicestershire, LE67 9RF

Inspection date	29/10/2012
Previous inspection date	03/10/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The programme for communication and language is well structured through lively story times and regular conversations that effectively support children's confidence in speaking.
- Children develop positive skills for the future as they become increasingly independent and enjoy taking responsibility for their play environment.
- Spacious, well-planned premises provide children with a wide and varying range of experiences, both indoors and outdoors.
- Partnerships with parents and additional agencies are well established, promoting consistency of care and shared expertise.

It is not yet outstanding because

- Group circle time is not always used to best effect in fully extending children's ideas and developing their learning further.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the three playrooms and the outside learning environment.
- The inspector held meetings with the manager and the registered person of the nursery.
- The inspector looked at children's assessment records and planning documentation.
The inspector checked evidence of suitability and the qualifications of practitioners working with children, as well as reviewing the provider's self-evaluation documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Susan Rogers

Full Report

Information about the setting

Markfield Day Nursery was registered in 1999. It operates from six rooms in a purpose-built building in Markfield, Leicestershire. The nursery is one of two settings run by the same owner. There are five dedicated playrooms and two rooms that are currently used for children's sleep purposes. There is a fully enclosed area for outdoor play. There is a

ramp available to access the main entrance, with stairs used to access two of the playrooms. The nursery serves children from the immediate and surrounding areas and children may attend for a variety of sessions. It is open each weekday from 7.30am until 6pm all year round.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. There are currently 76 children on roll, all of whom are within the early years age group. The nursery is in receipt of funding for early years education. It supports children with special educational needs and/or disabilities.

The nursery employs 23 members of staff. Of these, 21 hold a suitable early years qualifications and two staff are unqualified. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children in making links and testing out their initial ideas by encouraging open-ended thinking during group circle time, to help them consider what else is possible.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development is encouraged by enthusiastic staff who use the detailed knowledge they have of each child to support them as an individual. A wide range of activities are provided that add depth and breadth to the programme of learning and development. Babies feel secure as they are cared for in their own room by dedicated staff who skilfully provide activities that promote their learning. For example, babies explore a low tray that is filled with puffed rice. They become adventurous as they scoop this into their hands and then walk and wriggle through the rice, enjoying the sounds and challenge this presents. Babies sleep in safety and comfort in either rocking cradles or in their own sleep room, where they are carefully monitored and supervised. Their mobility is encouraged as they explore the well-resourced playroom, observing their reflection in mirrors or pulling themselves up using appropriately sized furniture.

Older children enjoy circle time, particularly when they select their preferred books and join in with the story. Effective teaching methods ensure that children are engaged as staff change their voices to make sure children find story time more interesting. This

promotes their love of books and stories and extends their language skills. Children confidently articulate their feelings when they enjoy imaginary play opportunities. They enjoy using the home corner, which currently serves as an imaginary hairdresser. Here they exchange ideas and include each other in their play. Circle time is used successfully for children to share activities, such as threading beads. However, there is room for staff to extend this type of activity further by encouraging open-ended thinking that will help children to make links in their learning, build on their initial ideas and help them to consider what other things may be possible. All aspects of children's learning are suitably covered through secure planning and monitoring across all areas of the Early Years Foundation Stage. Children enjoy playing outdoors on a daily basis and there are regular visits to local communities and farms that help children understand the world around them.

There are well-embedded systems in place to ensure that all children become confident when communicating. For example, children have opportunities to use sign language and children who speak English as an additional language benefit from comprehensive support from both staff and outside agencies. Activities that encourage children to make marks and to understand shape and number are plentiful. Even younger children routinely use paper, coloured pencils and paint to create shapes. Older children confidently use number for a purpose and this helps them make sense of their play experiences. Children in the toddler room enthusiastically work together as a group as they make a castle from a large cardboard box. This activity stretches their imagination as they use brushes and paint, and discuss who lives in a castle. Children of all ages enjoy experimenting with a range of media and sensory materials that include soil, dough, baked beans and puffed rice.

The contribution of the early years provision to the well-being of children

The effective key person system allows children to feel very secure in the nursery because children have formed strong attachments with staff who closely understand their needs and preferences. Children settle well, due to the close working partnership with parents. Staff exchange information with parents on a daily basis, and details regarding each child's developmental starting points are gathered when children first start at the setting. Details of children's progress are then sensitively shared with their parents on an ongoing basis. Staff cuddle babies frequently, cradling them if they are tired or need additional reassurance. Skilful support is provided by staff as they model new activities and extend children's language skills by introducing new words. Praise and reassurance is constant, which builds children's self-confidence as staff encourage them to try more challenging activities. Staff always sit close to children to give guidance and reassurance as they play and learn new skills.

Children develop a strong sense of responsibility from a young age. They enjoy being part of the well-established routines and help to tidy away their toys after each session. They are kind and caring towards others and form strong friendships with other children. They recognise that their play is much enhanced when they include others, and behave well and with good consideration for other children. Staff praise children for their good manners and for cooperating in activities. Children throughout the nursery are happy to discuss their play experiences and talk confidently to adults and peers. Home routines are

respected by staff, who work towards consistency of care by discussing and agreeing these with parents. The self-help skills of pre-school children are nurtured, and most can put on coats and shoes with little or no help. Older children are beginning to learn about the benefits of healthy choices as these are discussed at lunch time. They enjoy freshly prepared, nutritionally balanced meals that meet their varied needs and preferences. Meal times are thoroughly enjoyed as children sit and chat socially with their friends and staff. They use cutlery independently, promoting their independence and self-esteem.

Transitions between rooms are managed very well as children regularly meet the staff from other rooms. Parents are kept fully informed and discuss their child's progress during their child's transitions. Independence is consistently promoted in all care areas to promote children's confidence as they move through the nursery. Children who are moving on to school are supported through a range of effective strategies that include visits to schools and visits from their new class teacher.

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

The nursery's manager and staff team are well informed about safeguarding procedures and rigorously adhere to the safeguarding policy. Effective recruitment and induction procedures ensure that all adults are suitable to work with children. All staff receive a regular appraisal and supervision from the senior management team. This enables any support they need to be clearly targeted to improve their performance. Regular training opportunities are accessed by staff, who are also supported as they work towards additional professional qualifications. All staff have updated their knowledge regarding the requirements of the Early Years Foundation Stage. Key workers carefully document each child's progress using informative learning journeys that illustrate their progress through photographs and evaluative comments. Through this, staff plan for the next stage in children's development. Parents are encouraged to contribute towards their child's assessments through writing down 'wow' moments at home and including these in their child's file.

The manager monitors the planning of activities, which ensures that the educational programme has sufficient depth and breadth to support children's wide ranging needs. There is a strong capacity to maintain continuous improvement within the nursery, and this is achieved through regular staff meetings, where staff review practice, and a comprehensive self-evaluation process. This drives forward improvements, such as a recent plan to designate half of the nursery's vegetable patch so that children can explore spontaneous digging activities, while still enjoying nurturing the growth of fruit and vegetables. This will encourage children to become aware of the food they eat, as they will be able to eat what they grow. Children become aware of the wider world through discussions with staff and activities and resources that positively reflect different communities.

The staff work well with other providers, including teachers from local schools who visit the nursery and receive a copy of the Early Years Foundation Stage profile that is completed for each child moving on to school. There are clear links with outside agencies,

so that the nursery can call on their services if staff and parents consider that a child may need additional support. This active involvement with other agencies is ongoing and includes working with other settings who provide specialised support and equipment.

A regular two-way flow of communication ensures that parents are fully informed of their children's play experiences in nursery. Progress reports and children's assessments are shared with their parents. A comprehensive parents' handbook is provided, and parents comment positively about the professional and friendly approach of the staff. They state that they are exceptionally happy with the care provided and that staff are eager to work in partnership with them.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early

Years Foundation Stage.

Setting details

Unique reference number	223241
Local authority	Leicestershire
Inspection number	818233
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	76
Name of provider	Markfield Day Nursery Limited
Date of previous inspection	03/10/2008
Telephone number	01530 249789

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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