

Gables Day Nursery

1324 Melton Road, Syston, LEICESTER, LE7 2EQ

Inspection date

Previous inspection date

07/12/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children enjoy a wide variety of activities that encourage them to learn through their play. Toys and equipment are in excellent condition and children enjoy helping themselves to them, making an informed choice with regard to their play.
- Staff know the children really well which enables them to consistently meet their individual needs. Ongoing discussion with parents ensures that each child's changing needs are known and met well.
- The management team and staff are very motivated and enthusiastic about the care they provide and continually look at ways of developing it further. They ask children and parents their opinions about all aspects of the nursery and use their comments to constantly improve it.

It is not yet outstanding because

- Opportunities for children to develop their independence in all activities during the day are not yet consistently in place, for example, pouring their own drinks and serving their own meals.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed a wide variety of activities throughout the day that the children were involved in.
- The inspector met with the owner, manager and senior management team. She also spoke to parents to seek their views.
- The inspector looked at a variety of documents, children's 'Learning Journeys' and planning information.

Inspector

Tracey Boland

Full Report

Information about the setting

The Gables Day Nursery Ltd was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a re-furbished Grade 2 listed building in Syston, Leicestershire. The nursery serves the local area and is accessible to all children. It operates from four play rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 16 members of child care staff. Of these, 14 hold appropriate early

years qualifications at level 3, one at level 2 and one unqualified. The manager is working towards her Foundation Degree in Early Childhood Studies. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 69 children attending who are within the early years age group. The nursery provides funded early education for three-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- create opportunities for children to develop their independence skills in relation to mealtimes, for example, pouring their own drinks and serving their own food.

Inspection judgements

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

Children are excited and enthusiastic about being at nursery and enjoy a wide variety of activities each day that encourage their natural curiosity to learn and explore. Staff enjoy listening to the children, telling them their news and extending their imagination through play. For example, a member of staff goes on a pretend bus ride to the seaside with the children, asking questions to find out where they are going and what they need to remember to take. This helps children to build on known experiences they have had with their families. As a result, children's communication, language and thinking skills are promoted very well.

Children of all ages explore their environment both indoors and outdoors. They enjoy the garden where they run, climb and balance on low-level beams and use push-along toys with control and direction. This enables children to become aware of their own physical abilities and the space around them and increases their understanding of how good being active can make them feel. Babies' physical development is enhanced as the environment is spacious and staff organise it to ensure furniture and resources enable them to move whilst holding on and pull themselves up to standing from a sitting position. Therefore, they are becoming more mobile and beginning to gain balance and control over their movements.

Children enjoy being creative using a wide variety of materials, such as, paints, crayons, paper and glue and are delighted to show staff what they have made. They enjoy books as a group and also individually with staff. Children learn to recognise letters that form

their names and those of their friends through sounding the letters at circle time. They also use name cards which they use to register their attendance with at the start of the day. Lots of visual signs are also displayed which consolidates their understanding that the print they see has a meaning.

Children learn good hygiene routines, such as, washing their hands after messy play, playing outdoors and after using the bathroom. Staff support the children well and babies' needs are met sensitively and caringly to ensure their comfort is maintained. Children enjoy a wide variety of foods that are nutritious, tasty and meet their dietary needs and preferences. However, at present children do not pour themselves a drink as they need one or have the opportunity to serve themselves at mealtimes because staff serve all foods to them. This does not encourage the development of independence or physical skills in this area.

Staff use ongoing observations of the children to monitor their progress in all areas of their learning. They know the individual care needs of the children extremely well and plan to meet their needs from the observations they have undertaken, including the interests of the children. Staff make assessments of children's progress and plan to meet their individual development needs.

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

A very effective key person system ensures that children and their families develop close relationships with staff and feel welcome and included within the setting. Very good communication takes place with parents. This ensures everyone is aware of any changes in the needs of a child and all are kept up to date with progress and achievements. Parents speak highly of the care they and their children receive and are confident that their children receive excellent care that meets their individual needs. They feel staff are very caring and have the children's best interests at heart at all times.

Staff take great steps to ensure they are fully aware of the needs of the children and care for them accordingly, for example, babies' and toddler's individual needs are met very well as staff recognise signs of tiredness and how they like to sleep. Through good practices such as these children have formed close relationships with staff and feel safe, secure and content. Children's self-esteem and confidence is continually promoted through the praise and encouragement they receive from staff. Clear boundaries and routines encourage their understanding of what is right and wrong and they learn to take turns, share and be kind to each other. As a result, children make good relationships with others and become aware of how their behaviour can impact on others.

Staff are mindful of including all children into the setting and use visual signs around the rooms to enable all children to be involved and become familiar with routines, especially those with special educational needs and/or disabilities. Where English is an additional language staff are proactive in seeking key words from parents and the extended family to enable them to communicate verbally. This successfully helps children to communicate

and understand what is happening throughout their day.

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

The owner and management team are enthusiastic, motivated and passionate about providing the best service they can for children and their families. As a newly opened setting they are continually seeking the views of parents about the service they receive. This alongside staff's reflection of their own practice enables them to continually enhance the service as they strive to be 'the best' they can. This leads to a clear identification of their aims for the future. At present they are looking at ways they can develop the outdoor learning environment to ensure children gain the most from their experiences outside.

Robust recruitment processes ensure that staff within the setting are suitable to be with the children and have the necessary skills and abilities to provide care and support to them. Staff are clear about their responsibilities and actively seek further training to develop their own knowledge and skills in the childcare field. Regular team meetings and appraisals are used to monitor practice and skills. Staff talk about good practice and things they have learnt from the training they have attended.

The management and staff team have a strong understanding of how to protect children in their care from abuse and neglect. Arrangements for safeguarding children are very good and secure relationships have formed between staff and other agencies involved in children's lives. This ensures children receive continuity of care and enables the transition from one service to another, such as, school, to be as relaxed as possible and helps children feel safe.

Staff deal with accidents effectively as they hold first aid certificates and ensure parents are fully informed of any minor bumps their child may have had during the day. Written risk assessments ensure potential risks are identified and steps taken to minimise them. Access to the nursery is only by being admitted by a member of staff and clear information is sought from parents relating to who may collect their child in their absence. The environment is warm, welcoming and very friendly, encouraging children's feelings of security and enabling them to play and learn effectively.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY445957
Local authority	Leicestershire

Inspection number	801600
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	69
Name of provider	The Gables Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	

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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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