

Tangent House Day Nursery

Tangent House, 640 Melton Road, Thurmaston, Leicester, Leicestershire, LE4 8BB

Inspection date	14/12/2012
Previous inspection date	19/09/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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's ideas are valued and followed through, therefore, children are involved in activities which interest them and support their learning.
- Staff make secure links to the age bands identified in the 'Development Matters in the Early Years Foundation Stage' guidance, therefore, they support children with appropriate activities.
- Staff are deployed well to provide children with consistent supervision and interaction, therefore, children are confident and secure.
- The management team reflects well on the quality of the setting and sets realistic targets to bring about improvement.

It is not yet outstanding because

- Activities led by staff are not evaluated, which limits opportunities to extend children's learning through their own play.

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 playrooms and garden.
The inspector had a prolonged discussion with the registered person and senior manager and sampled documentation, policies and procedures and records, including evidence of staff suitability.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector and registered person undertook a joint observation and discussed this.
- The inspector spoke to staff and interacted with children throughout the inspection.

Inspector

Elisabeth Wright

Full Report

Information about the setting

Tangent House Day Nursery was registered in 2003 and is registered on the Early Years Register. It is situated in a purpose built building in the Thurmaston area of Leicester, Leicestershire. It is privately managed. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there are two fully enclosed areas available for outdoor play.

The nursery employs 11 members of child care staff, all of whom hold appropriate early years qualifications, one at level 5, nine at level 3 and one at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 57 children attending who are within the early years age group. The nursery provides funded early education for three and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop further the planning and evaluation of adult-led activities to identify learning and use this to create play opportunities which extend this learning through staff's interaction with children as they develop their own play ideas.

Inspection judgements

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

Children are supported well in their learning and development and make good progress. Staff have a secure understanding of the Early Years Foundation Stage and the areas of learning which promote children's all-round development. They make regular observations, which are accurately assessed against the age bands in the 'Development Matters in The Early Years Foundation Stage' guidance. This enables them to plan specific activities that are focussed on the areas of learning for individual children. However, these activities are not evaluated by the staff. Consequently, learning which happens spontaneously is not consistently recognised and built on. Information from parents when their child first starts is used effectively, together with the initial assessments staff make, to establish a detailed understanding of each child.

Children's communication and language skills develop well because staff interact with them consistently. This means that children are enthusiastic and engaged in purposeful play. When children in the toddler age group decide a row of floor tiles is an aeroplane staff develop this idea. Children in the pre-school room develop their technology skills and understanding as they share a computer game together, discussing the programme and giving suggestions. Babies are supported with developing their physical skills as they move freely and confidently about the room, using walkers to help them balance. Children develop lively imaginations. They share books together and invent stories around the

pictures and draw detailed pictures to express their ideas. Children who speak English as an additional language are supported well through key words and dual language signs throughout the nursery. Some members of staff speak additional languages which helps children to settle well and develop a sense of belonging.

Children are proud of their files, turning the pages carefully and explaining what the photographs are. They see for themselves the progress they have made, which encourages them in their learning through a sense of achievement. Staff take photographs of their work for their files, so they can take their creations home to share with their families. Files contain examples of 'Children's Voice', where staff record their comments about play and activities, therefore, their interests are known and can be built on. Parents are encouraged to contribute through written comments. Conveniently placed stickers are used to record comments on children's learning at home, which are then included to build up a secure and shared understanding of children's progress across their whole experience.

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

Children's well-being and independence are promoted well in the nursery. They have secure attachments with staff and with their key person in particular. The effective deployment of staff ensures that children have high levels of supervision and attention from a well-established staff team. Staff are supportive of children and know them and their families well. Children demonstrate their feelings of security through their confidence as they approach staff for help, or to share ideas. They are happy to approach visitors and include them in their play, offering to share pretend fairy stickers.

The nursery promotes children's health through routines that are well established and supported with clear explanations. This supports children in developing their understanding of how to independently promote their own health. Children take themselves to the bathroom to wash their hands and help themselves to tissues to clean their noses, which they then put carefully in the bin. The rooms and bathrooms are kept clean and tidy, which sets a good example to children. Therefore, children take responsibility for their environment, carefully tidying toys away when they have finished with them and picking up things they accidentally drop. Children benefit from ongoing opportunities to choose whether they play indoors or outside. Older children ask staff if they want to go outside and younger children indicate their choice by fetching their own coats. Children play outside in all weathers, benefitting from fresh air and vigorous exercise when it is colder or wetter weather. Babies enjoy their own garden, where they can crawl or practise walking safely with plenty of cover to protect them from sun or rain.

Staff have a high regard for safety. Daily checks made of the rooms and garden are followed through by constant vigilance as they are watchful while children play and remind them of safety. Children behave well because they are aware of what is expected of them. When an issue arises they confidently approach an adult and calmly explain what has happened because they know they will be listened to and issues dealt with fairly.

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

The management team have worked well to implement the new Early Years Foundation Stage. Advice from the local authority is actively sought and followed in order to bring about continual improvements. Evaluation of the nursery is rigorous, resulting in a detailed and well defined action plan which is shared with the staff team as a whole. Targets set are realistic and progressive. For example, an interim method of organising children's files is in place which helps staff to become familiar with the new early learning goals. This will later be developed into a method which brings the areas together. The views of staff are sought through monthly team meetings which ensure that they are well informed and part of the evaluation and improvement process. The views of parents and children are keenly sought through conversation, written comments and observations of the children's choices and interests. Parents spoken to at inspection are very happy with the setting and feel that they are listened to and any concerns addressed quickly. They feel they are informed about their children's activities, interests and achievements.

Recruitment procedures ensure that all staff have checks when they first start at the nursery to establish their suitability to care for children. Any staff who are not yet checked are supervised. Staff appraisals are used effectively to identify training needs and to set targets for personal development of knowledge and skills that will enhance learning for the children. Children's welfare is promoted because staff have a secure understanding of their roles and responsibilities with regard to child protection concerns. This is covered at induction and there is a designated person staff can refer to for advice. Staff demonstrate a clear understanding of the signs and symptoms that would initiate their concern.

The nursery works in partnership with local schools to ensure that children are ready when they move on. During their time at the nursery children develop a good attitude to learning and skills that will support them well when they make the move to school. They are independent, confident and are proud of their own achievements.

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	EY267618
Local authority	Leicestershire
Inspection number	891974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	57
Name of provider	Roundhill Limited
Date of previous inspection	19/09/2008
Telephone number	0116 2640333 +

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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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