

Shanklin Day Nursery

443 London Road, Stoneygate, LEICESTER, Leicestershire, LE2 3JW

Inspection date	18/12/2012
Previous inspection date	29/07/2010

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

- There is a warm and welcoming environment in which children are secure, happy and confident to express themselves.
- Enthusiastic and knowledgeable staff have a good awareness of how children learn. Planning is based on children's individual interests and next steps to effectively promote their learning and development. As a result, children make good progress.
- There are strong partnerships with parents and others who are involved in the care and learning of the children, which ensures that children receive relevant support and consistency and continuity in their learning and development.
- Children's needs are consistently met because there is a strong commitment to continued improvement of the nursery provision through setting ambitious targets and action plans.

It is not yet outstanding because

- Sometimes children in the toddler room do not have access to the full range of activities and learning opportunities due to the space and resources are not used to their best advantage.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held meetings with the managers of the provision and agreed times throughout the day.
- The inspector took account of the views of parents and carers spoken to on the day and from information.
- The inspector looked at evidence of suitability and qualifications of practitioners working with children, the providers self-evaluation form and improvement plan.
- The inspector looked at children's assessment records and planning documentation, and a selection of policies and procedures.

Inspector

Claire Jenner

Full Report

Information about the setting

Shanklin Day Nursery has been operating since 1994 in the area of Stoneygate, to the south of the city of Leicester. It occupies a large Victorian detached house. Children have access to the five rooms, which are on the ground and first floors of the house. There is a secure enclosed outdoor play area. The first floor is accessed via the stairs only. There are also some steps down to the garden.

The setting is registered on the Early Years Register and also the compulsory part of the Childcare Register. The nursery is registered to provide care for 37 children under the age of eight at any one time. There are currently 69 children on roll under the age of five. This includes three- and four-year-olds who receive funding. The nursery supports children who speak English as an additional language and children who have special educational needs and/or disabilities.

The nursery opens five days a week, all year round, with the exception of bank holidays. Children attend all day from 7.45am to 6pm, for morning sessions from 7.45am to 1.30pm or for afternoon sessions from 1.30pm to 6pm. The nursery employs nine members of staff, including the manager. All staff hold appropriate early years qualifications, except for a student. The manager holds Early Years Professional Status and the leader of the pre-school room holds a foundation degree in early years. 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:

- review the organisation of the rooms in order to ensure that resources, with particular regard to children in the toddler room, are used effectively to always provide a balance of play and learning opportunities.

Inspection judgements

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

The manager and staff have a secure understanding of the learning and development requirements and how to engage and capture children's attention. They recognise that children learn through play and effectively plan for their individual interests and next steps. Systems to assess children's starting points and ongoing progress are well-established. In addition, transitions within the nursery are effectively managed in order to ensure consistency of care. Parents receive regular feedback helping them to feel included in their child's learning. For example, they are provided with both daily feedback and more detailed periodic written reports showing them what their children have achieved. In addition, they are invited to borrow books and games to use at home and have easy access to a broad range of information about activities and learning objectives within the nursery. Consequently, they are fully included and are helped to understand how to support their children's learning at home, providing consistency for children.

Children's communication, language and literacy is effectively promoted across all areas of the nursery. They enjoy easy access to a broad range of books and reading materials. Very young children enjoy the one-to-one experience of sharing stories with staff and point animatedly at the familiar pictures. Older children chose books independently or engage in group story time. They enjoy singing and listening to music, joining in enthusiastically with the actions of favourite songs and rhymes. Materials for making marks are widely available throughout the nursery. Young children use their fingers to make dots and lines on paper with paint. Older children begin to give meaning to marks as they draw and label their own pictures and recognise their name on their place mats and coat pegs.

Staff introduce numbers and counting as children play. For example, younger children count from - one to five on their fingers as they sing and older children refer to numbers as they play. For example, they, count the number of oranges in the fruit basket. They spontaneously use mathematical language during games and activities as they refer compare the size of fruit and identify the shapes of paper during a sticking activity. Older children are encouraged to think critically as they estimate how far the balloon will travel when hit, during a Christmas party game.

Children enjoy being physically active and have regular access to the outdoor play area. The environment is not conducive in allowing children to have free flow to this area but effective planning means that children can access this area on a daily basis. Young children have good opportunities to develop their physical skills as they cruise around the furniture in the baby room and take a few steps to staff members who sit with their arms outstretched ready to catch them. Older children dance and move to Christmas music during a game of musical statues dancing vigorously to the music and then trying to stand as still as possible when the music stops.

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

Children are cared for in a calm and caring atmosphere, which creates a positive learning environment for all. The staff pay close regard to the safety of children and ensure that activities, resources and equipment are appropriate to their individual needs. Careful consideration is made to the presentation of resources, which ensures that children are able to make independent choices of what they wish to play with. For example, very young children play with a selection of natural materials, move to the book corner and then to a selection of battery operated toy. Older children have easy access to a broad range of well-presented activities and equipment. Areas are clearly identified and children move freely between them. However, arrangements in the toddler room are less successful. On occasion children's play is restricted and opportunities for choice limited as the available resources, space and staff are not always used to their best advantage.

The effective implementation of the key person system across the nursery ensures that children form secure emotional attachments. All children show a strong sense of belonging within the provision and settle well because staff have a good knowledge of their individual likes, needs and routines. Very young children explore their environment with increasing confidence and independence as they move around the room and away from

familiar adults. Children behave well. Older children play cooperatively with their peers and are encouraged to share, take turns and be kind to one another. They show growing responsibility within the provision and understand what is expected of them. For example, using equipment, such as scissors safely and the rules when using the stairs to minimise the risk of injury to themselves or others.

Children's understanding of healthy practice is well-supported. They have frequent opportunities to enjoy outdoor play and are provided with a good balance of meals and snacks. Older children show a clear knowledge of how to keep themselves healthy as they wash hands before eating and recognise that some food choices are more healthy than others. For example, a child talks about how fruit is 'good for you' as they play with a selection of play food in the role play area. Children develop good self-help skills. For example, younger children are supported in feeding themselves and do so with increasing skill. Older children collect their cutlery for lunch preparing their space ready to eat. Before playing outside they find their own coats and shoes which they put on with minimal help from staff. Children are confident as they move from one age room to another in the nursery because staff prepare them well. For example, they have visits to the room and staff work together to make sure that the key worker is aware of all factors relating to each child.

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

Managers have a good understanding of the Early Years Foundation Stage framework. The safeguarding and welfare requirements are clearly understood and robust policies and procedures underpin practice within the nursery. Established recruitment and induction procedures mean that staff undergo robust suitability checks, have completed training or are prepared to do so. All staff complete a clear induction process to help them understand their roles and responsibilities. This includes information about emergency evacuation, safeguarding, child protection and health and safety issues. Effective monitoring and performance management of staff means that any practice or training issues are identified and addressed appropriately.

Systems for ongoing self-evaluation are effective and help to identify a clear plan for future improvements. Manager's and staff work well together and share a commitment to providing good quality care and learning for children. Managers have a clear overview of the curriculum through the effective monitoring of the educational programmes. Planning and assessment are checked to make sure they are consistent and precise. Any gaps are identified and action taken to support staff in closing them.

Partnerships with parents are well-established and they speak highly of the welcoming staff group and the care that their children receive. Arrangements are effective in ensuring parents play a full and active role in their child's care and learning. Their views are obtained informally through discussion and formally through annual questionnaires. Wider partnership with appropriate professionals and other providers of the Early Years Foundation Stage effectively support individual children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	226988
Local authority	Leicester City
Inspection number	891370
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	69
Name of provider	Geraldine Philomena McGrath
Date of previous inspection	29/07/2010
Telephone number	0116 270 4603

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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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