

Early Learners' Nursery School

78 Uppingham Road, LEICESTER, LE5 0QE

Inspection date	20/02/2013
Previous inspection date	09/06/2011

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

The quality and standards of the early years provision

This provision is satisfactory

- Children are warmly welcomed in this setting. They have many opportunities to initiate their own play through a range of accessible resources to support their learning and development.
- Children with special educational needs and/or disabilities are progressing well towards the early learning goals as a result of the practitioners support and strong partnership with external agencies.
- Partnerships with parents are strong. As a result, all children and their families are included in the setting and their skills and achievements are recognised and valued.

It is not yet good because

- Observation and assessment of children's learning is not consistently rigorous. As a result, some activities do not provide appropriate challenge to maximise children's learning.
- The outdoor learning area does not yet contain a stimulating range of resources and experiences which are accessible and open-ended to allow children to further explore, build, move and role play.
- Opportunities for children to freely access a range of programmable toys as well as equipment involving information, communication and technology are not fully explored.

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 activities in the five main playrooms and the outdoor area. The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the nursery, the provider's self-evaluation evidence and a range of other documentation.
- The inspector spoke with the provider, both managers, practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through questionnaires undertaken by the nursery.

Inspector

Sue Riley

Full Report

Information about the setting

Early Learners Nursery School opened in 2010. It is privately owned and runs from a church hall in Leicester City. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 76 children aged from nine months to eight years on roll. Of these, 68 are within the early

years age range. The nursery supports children with English as an additional language and children with special educational needs and/or disabilities. It receives funding for the provision of free early education to three- and four-year-old children. The nursery is easily accessible for all, including wheelchair users. Children come from the immediate and surrounding areas, and many commute to the area. The nursery opens Monday to Friday all year round, closing only for bank holidays. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There is a small enclosed area available for outdoor play.

The nursery employs 17 members of staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. One practitioner holds Qualified Teacher Status and one holds Early Years Professional Status. A number of practitioners are currently working towards a childcare qualification. The nursery are members of the National Day Nurseries Association and the Pre-school Learning Alliance.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure observations and assessments of children are used effectively to identify the next steps in their learning and development, so that the activities provided are focussed on providing more challenging experiences to help children to further progress in their learning.

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

- increase the range of resources and enhance children's experiences outdoors by: for example, offering children open-ended resources to enable them to further explore, build, move and role play
- improve the range of activities and experiences for children by: for example, providing opportunities for children to show an interest in technological toys and know how to operate simple equipment.

Inspection judgements

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

Children make satisfactory progress towards the early learning goals. They enjoy activities and experiences, covering the areas of learning, in a child-friendly environment. Some practitioners carry out an initial assessment of children on entry to enable them to plan children's next steps in their learning. Practitioners understand the revised Statutory

Framework for the Early Years Foundation Stage and carry out regular observations of children. They know individual children well and planning is devised around children's current interests. This harnesses their interest and promotes children's progress towards the early learning goals. However, some practitioners are not using their assessments of children to plan suitably challenging activities to help extend children's learning. This means that some children are not making best progress in all areas of learning. Practitioners engage effectively with children, listening to and observing them to know when to offer support or allow children to direct their own play. Practitioners in the toddler rooms have an awareness of how to carry out the progress check at age two. They understand how to involve parents in the process, so that they can share what they about children's learning.

Parents are offered regular opportunities to see their child's progress in their learning journeys and to speak with their child's key person. The key person system supports the partnership with parents. Practitioners are confident in engaging with parents to report on children's progress and their next steps in learning. Parents are involved in their child's learning and development within the nursery and are encouraged to carry on this learning at home, through the homework books which are used in the pre-school rooms. All children are enthusiastic and engaged in their learning, and display the characteristics of keen learners. They are confident to try and take part in activities. Children with special educational needs and/or disabilities, or who have English as a second language are very well catered for. The nursery's special educational needs coordinator is knowledgeable and works closely with parents to support children by working alongside other professionals. Children who have individual education plans are monitored and their progress is reviewed regularly. Some children, of all ages, attend the nursery speaking additional languages at home other than English. Staff throughout the setting, are aware of the languages spoken at home, use and fully support children to use their home languages within the setting. This results in children progressing well in their communication and language.

The older children play cooperatively with each other. For example, small groups of children sit at the mark making table and share resources. When outside children on the wheeled toys make up their own imaginative game. Children are happy to receive praise from the staff and respond positively. Older children know when they have done wrong and quickly say 'sorry' to their peer and give them a hug. The younger children know when they have done well and their faces light up when praised. Children sit well as they listen to stories. They follow instructions demonstrating that they understand what is being asked of them. Older children communicate confidently with practitioners which helps them be prepared for their transition to other settings or school. Children handle equipment well and use their small muscles with good control. For example, when using cutlery to eat and when using pencils to make marks. Children when playing outside have some opportunities to develop their larger muscles. However, there is room to improve the range of open-ended equipment outdoors to enable children to further explore, build, move and role play. Independence is promoted well as practitioners encourage children to do things for themselves, but are there for support as needed. For example, an older child puts their own coat on and the practitioner starts the zip, which the child pulls up themselves, gaining a sense of achievement. Younger children feed themselves confidently.

Children select books and demonstrate a suitable understanding of how to handle them carefully. Older children confidently make marks and verbally give meaning to their marks, when questioned by the practitioner. Children are encouraged to use the phonic sounds of letters, and eagerly participate with the magnetic letters activity. Younger children eagerly sing familiar songs and join in with the actions. Older children learn to problem solve for themselves as they complete jigsaw puzzles. They count and make patterns with the pegs and peg boards. When building up the wooden train track, the older children use positional language, demonstrating their sound understanding. However, there is scope to improve the range of activities for children so they can become interested in technology and experience how to operate simple equipment. Younger children sit and concentrate very well as they explore the materials and resources to create their artwork.

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

Children are happy and confident due to an effective settling-in process. Time is taken to establish relationships and obtain useful information from parents about children's general care needs, home practices and routines. Children separate from their main carers confidently as they are assigned a key person, and secure attachments are formed. Practitioners place importance on encouraging independence and self-help. They are quick to praise and build self-esteem, and as a result, children develop the self-confidence to participate and experience a range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the nursery and sharing resources amicably. Older children play cooperatively and show care and concern for one another. The key person learns about each child's backgrounds and values and celebrates difference. Practitioners are good role models for the children as they treat them with respect. They get down to their own level and use age-appropriate explanations to explain why certain behaviour is unacceptable. As a result, the atmosphere in the nursery is calm, relaxed, respectful and caring.

Children's health and welfare is supported as they enjoy snacks and meals in accordance with their dietary needs and preferences. Mealtimes are pleasant social occasions when the children sit together at low tables and chairs, using appropriate cutlery. Older children are able to serve themselves at snack time, which supports their individuality and confidence. Children know where to access their drinks at any time throughout the day and have milk and water offered at snack time. They routinely wash their hands so they are learning sound hygiene routines. This also helps to promote independence as they learn to manage their own personal hygiene routines and put on and remove coats. Children enjoy fresh air and exercise as they play outdoors. However, this area is not well-resourced and children's learning outdoors lacks sufficient challenge to enable children to make the best progress.

Practitioners give children's safety the highest priority and they have robust procedures and policies in place to help keep children safe. Children are offered varied opportunities to learn about risk and how to keep themselves safe. Routine risk assessments ensure that indoor and outdoor environments are safe. Practitioners work well as a team and are deployed within the setting to ensure children's safety and allow them to access all areas with support. Children are taught to keep themselves safe as they learn to walk and not

run indoors and to sit down to eat. They also take part in regular fire evacuation drills. Children feel safe and secure in the setting as practitioners are always on hand for reassurance. This close supervision helps to give children a good sense of well-being, especially when new to the setting.

Children enjoy a smooth transition from home to the setting and from one playroom to another. They benefit from gradually being prepared for these changes which results in them developing the necessary skills to embrace new experiences and to settle appropriately. Practitioners work closely with some of the schools to ensure children are well prepared. Children visit the school in the summer term, prior to transfer, to become familiar with their surroundings. The teachers from some of the schools, visit the nursery to make themselves known to the children.

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

Children are kept safe and secure at the nursery as the provider and manager understands their responsibilities in meeting the welfare requirements of the Statutory Framework for the Early Years Foundation Stage. For example, they understand the signs and symptoms of abuse. All practitioners have a sound knowledge of how to keep children safe. There are robust procedures in place to recruit staff, and new nursery practitioners follow an effective induction method. This ensures they fully understand how to implement policies and procedures to promote children's health and safety. The nursery manager fully understands her responsibility in meeting the learning and development requirements. However, the monitoring of practice does not recognise that some practitioners are not effectively using children's assessments to plan suitably challenging activities to enable children to make the best progress.

The manager understands the importance of working with external agencies. Practitioners work closely with the local authority's special educational needs coordinator. This enables the nursery to draw on expertise and provide support for children, so they make suitable progress in their development. This helps them to inform and develop their practice. Practitioners also liaise effectively with other Early Years Foundation Stage providers. They share summary documents to ensure children experience smooth transitions. Practitioners develop good relationships with parents and work effectively with them to support the learning and development of children. For example, practitioners hold consultation meetings to discuss children's achievements and progress. This ensures there is a two-way flow of information, which helps to support the progress of the children. The nursery maintains clear and concise policies and procedures which are made available to parents. They promote a 'policy of the month', this helps to reinforce knowledge and understanding of the policy for parents and practitioners.

Practitioners ensure children are provided with a safe and secure environment both indoors and outdoors. They identify all hazards and take appropriate steps to minimise them. The management team and all practitioners strive to improve the quality of care and learning for all children. For example, they regularly access training to improve their own knowledge and understanding. Supervision is informal and practitioners do benefit

from regularly discussions, in confidence with managers about their individual development or training needs. Practitioners benefit from the regular staff meetings where all issues and practices can be discussed and reflected upon. An established system of annual appraisals ensures practitioners feel valued and supported.

The nursery uses a self-evaluation document to demonstrate their strengths and some areas for future improvement. All recommendations have been improved upon since the last inspection. Parents are encouraged to provide the nursery with their views in different ways. They have a suggestion box and sometimes they have the opportunity to record their views in written questionnaires or discuss them verbally with practitioners on a daily basis.

The Childcare Register

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

The requirements for the voluntary 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	EY410668
Local authority	Leicester City
Inspection number	906137
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	64
Number of children on roll	76
Name of provider	L E Associates (UK) Limited
Date of previous inspection	09/06/2011
Telephone number	01162673333

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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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Store St
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M1 2WD

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