

St Georges Nursery School

Grace House, 2 Grace Road, LEICESTER, Leicestershire, LE2 8AD

Inspection date

14/02/2013

Previous inspection date

22/11/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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 safe in the nursery because practitioners supervise them adequately and carry out thorough risk assessments of all aspects of their practice. This means children play and explore in a safe, clean environment.
- Children get along well and are forming friendships, this is because practitioners have appropriate ways of supporting behaviour.
- The manager is keen to continue improving the nursery to make sure it best meets the needs of the children who attend. The nursery also considers the views of parents when planning improvements.

It is not yet good because

- Some practitioners are not aware of the importance of focusing on the three prime areas of learning for younger children. This means that children are not always provided with appropriate activities to successfully promote their individual learning.
- Practitioners are not given sufficient time and support to assess children's individual development in order to consistently plan for their next steps in learning. As a result, children do not make best progress.
- Children's progress in literacy is not always as effective as possible because they are not provided with attractive areas to stimulate their interest in books.

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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the manager, area manager and other practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

St Georges Nursery School was registered in 2000 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in Leicester, and is part of a group of four nurseries managed by the Childcare Company. The nursery serves the local area and is accessible to all children.

The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 4, 12 at level 3 and four at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 152 children on roll, 138 of whom are in 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 and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- ensure all practitioners working with the youngest children plan enjoyable and challenging experiences for their key children that focus strongly on the three prime areas of learning
- ensure all practitioners have the time and support to assess each child's level of development, taking into account their starting points, age and stage of development, and use this information to identify and plan for their next steps in learning.

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

- develop attractive book areas in each room and include a range of visual clues and story props to stimulate children's interest in reading. For example, provide puppets, books that contain photographs of the children and story boards.

Inspection judgements

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

Practitioners understand that children learn through play and first-hand experiences. This means they generally provide a suitable balance of child-initiated and adult-led activities to support children's development in all areas of learning. However, not all practitioners understand the importance of focusing on the three prime areas of learning for younger children. Consequently, children are not always supported to gain the most important skills they need for later learning, before practitioners focus on the specific areas of learning. In addition, practitioners are not accurately assessing children's individual development. This means they are not consistently planning for children's next steps in learning. As a result, activities are not always matched to their needs and children are not helped to make best progress. Parents are supported to extend their child's learning at home because

practitioner's share ideas in children's 'daily diaries', for example, information about the 'letter of the week'.

Toys and resources are easily accessible to children of all ages. Therefore, children make decisions for themselves and are becoming independent as they self-select what they would like to play with. Babies are developing physical skills because practitioners provide them with toys to push around and there is a range of furniture for them to coast around as they learn to walk. Plenty of opportunity is provided for children and babies to take part in expressive arts and design activities. For example, babies enjoy using brushes as they paint 'Valentine' pictures with red paint. They also delight in exploring the texture of shaving foam in a large tray on the floor. Children engage well in role play because practitioners provide them with resources to stimulate their imagination, such as 'superhero' figures.

Children learn about similarities and differences as they celebrate festivals, such as Diwali and Chinese New Year, and they enjoy looking at photographs of children from around the world. Children enjoy sharing books with practitioners who, in this instance, extend their early literacy skills as they point to the text while they read. They also ask children to predict what will happen next in the story. However, children do not always access books independently because they are not displayed attractively. In addition, there is a lack of other resources to stimulate children's interest in books and stories. Consequently, they are not fully supported to extend their early literacy skills and interest.

Practitioners support children to develop their understanding of the world as they encourage them to recall past events in their own lives. For example, they tell their friends about making pancakes at home. Children who are more reluctant to join in are supported by practitioners who use open-ended questions to encourage them to talk freely about their experiences. Therefore, children are developing their confidence to speak in a small group. Practitioners develop children's mathematical skills as they count with them throughout the day. For example, they count the children as they complete the daily register and count the animals as they read a story.

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

Children are forming attachments with practitioners and are happy and settled because there is a suitable key person system in the nursery. Children are taken on regular visits to the next room before they move so they are well supported for the transition. Children play well together and have good behaviour because practitioners consistently remind them to share toys with their friends.

Children are learning about healthy eating as they enjoy healthy meals and snacks and practitioners talk to them about what they are eating. Practitioners also role model healthy eating because they take it in turns to eat with the children. Children have good manners because they are encouraged to say 'thank you' when they are given their meals and drinks. They develop independence as they help to lay the tables, feed themselves and pour their own drinks. Children learn about the importance of exercise because they have

regular opportunities for outdoor play. Children are learning to keep themselves safe as practitioners explain the reasons for the rules and boundaries in place. For example, they remind children 'don't climb up there, you might fall and hurt yourself'. Accidents are monitored and there are clear procedures in place for the recording of these and the sharing of this information with parents. Records show that the number of accidents occurring are low in relation to the numbers and ages of children attending. Children's particular dietary requirements and needs are managed well and all staff are aware of them, including the kitchen. There are clear systems in place to manage and promote awareness of these to ensure children's well-being.

Children are adequately prepared for transitions to other settings, such as school, because teachers from the schools they will move to come and visit them at the nursery. This helps to reassure the children about the next stage in their learning and helps the teachers to gain valuable insight into the children's personalities and needs.

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

The manager has completed a self-evaluation form and is keen to further improve the nursery in order to promote outcomes for children. This means she has an understanding of the nursery's strengths and weaknesses and she is beginning to make necessary changes. For example, she has identified that some practitioners need help to extend their knowledge of the Early Years Foundation Stage learning and development requirements. However, they are not yet being given enough time or support to assess children's progress. Consequently, practitioners do not always plan challenging activities that help them make best progress in their learning. Practitioners have time to share their views at team meetings and the manager's 'open door' policy actively encourages them to come to her with any ideas for improvement. Parents are asked to complete a questionnaire to let the nursery know if there is anything that could be improved. As a result of their feedback, the nursery has changed menus and started to email information directly to parents.

The nursery has established appropriate relationships with parents to make sure there is a two-way flow of information to support children's individual needs. They are invited to parents evenings twice a year and receive adequate feedback about their children on a daily basis. They speak highly of the nursery and feel it is 'bright and clean with friendly staff'. The nursery works in partnership with other professionals to support children with special educational needs and/or disabilities to ensure their needs are appropriately met. For example, physiotherapists visit to carry out risk assessments with practitioners. Partnerships with other settings that children attend are adequate and support children's needs appropriately.

Children are adequately safeguarded because practitioners have been fully trained and know the correct procedures to follow should they have any concerns. The nursery is safe and secure because thorough risk assessments are carried out. In addition, the reception is well monitored and visitors are asked to sign a visitor's book and not to use their mobile telephones. The manager has clear systems in place to monitor ratios throughout the day to ensure the setting operates within requirements. Sound recruitment and vetting

procedures ensure that those working with the children, are suitable to do so. Policies and procedures are displayed in the entrance and are easy to follow. This means parents are informed about how the nursery operates and practitioners are supported to implement them consistently.

Practitioners are given a satisfactory induction into the setting, and appraisals and supervision are provided at regular intervals. They are also encouraged to continue with their professional development and the manager provides them with regular in-house training to build on their skills and knowledge. For example, they are provided with a training session about observing children effectively.

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	226987
Local authority	Leicester City
Inspection number	904204
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	152
Name of provider	The Childcare Company (Leicester) Limited
Date of previous inspection	22/11/2010
Telephone number	0116 2833383

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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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Piccadilly Gate
Store St
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M1 2WD

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