

Gables Day Nursery

1324 Melton Road, Syston, LEICESTER, LE7 2EQ

Inspection date

28/02/2013

Previous inspection date

07/12/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff have an excellent knowledge of how children learn, and provide a rich varied and imaginative educational programme, with precise assessment and planning for individual children.
- Partnerships with other professionals are highly effective in providing for children's needs. Children's transitions are exceptionally well supported as they move through to new rooms and onto school. The nursery is exceptionally well organised to promote continuity of care and learning.
- Monitoring of all aspects of practice to inform continuous improvement is rigorous, leading to exceptional practice that is worthy of dissemination to other settings.
- All children make significant progress in their learning given their starting points and capabilities because they receive highly individualised levels of support from the caring staff team.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 looked at children's assessment records, planning documentation, evidence of practitioners' suitability, and a range of policies and record keeping procedures.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector took into account the views of four parents spoken to on the day.

Inspector

Patricia Bowler

Full Report

Information about the setting

Gables Day Nursery was registered in 2012 and is privately owned. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Syston, Leicestershire. The nursery serves the local area and is accessible to all children. It currently operates in four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The manager is currently undertaking training to obtain a Foundation Degree.

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 96 children attending who 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 further improve the quality of the early years provision the provider should:

- extend support given to help older children become adept in their use of knives during meal times.

Inspection judgements

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

Children make excellent progress because they are supported by staff who know and understand how to provide highly individualised care and support in their learning and development. Expectations are high in all rooms which are effectively resourced to meet the ages and developmental stages of the children cared for. Children move with confidence and curiosity steering their own play. Babies are nurtured as they progress in their physical development. They pull themselves to standing, developing balance and coordination, at a low-level unit, pulling out drawers, the contents of which they explore and toss onto the floor. They respond with smiles as staff join them when they flop to the floor to investigate their finds. Natural materials, including wooden utensils, different textured materials, shaker bottles with sand, glitter and beans all encourage them to feel, hear and see. They squeeze plastic bottles delighting in the crackling sounds they make. Children aged one to two years swirl their hands in a tray of glitter as some of this eventually ends up on cards for approaching Mothering Sunday.

Planning for learning is tailored to children's interests as staff listen and respond to their ideas. In the room for children aged two to three years a pirate ship, made out of an upside-down table which staff make safe with tubing to the legs and a painted outer shell, is used imaginatively by a group of children. They set off on a journey, stopping to make meals at a camp fire. The 'captain' wears a paper hat, made by the staff member, and steers the boat using a circular cushion. Children are encouraged to talk about the journey as staff ask questions which feed their imagination extending their thinking and spoken language.

The outdoor area is accessible to all age groups providing opportunities to play outside as they choose. This is a particular focus for children aged over three years with a current interest in insects. They have created an indoor 'mini beast centre' where specimens can be observed after collection in viewing pots. Children have created signs using early writing skills and record information including how many legs insects have to incorporate mathematics. Models of spiders and beetles, using salt dough, have been made and two children mix powder paint and water in preparation to complete this activity. Planting and growing has emerged through this activity and low-level troughs, compost, bulbs and seeds are ready to further children's knowledge and understanding of the world.

Teaching is highly effective because staff communicate with parents to obtain important information about children's learning. Strong relationships are established with key persons as they complete initial information documents when children start at the nursery. They meet regularly to share progress so this can be supported at home. Parents' views are highly valued particularly as children move through the nursery. This occurs when children are developmentally ready with close communication involving parents, the current key person and the key person in the next room. The joint decision and visits, where key persons accompany children before withdrawing, ensure secure bonds and attachments are maintained so they settle and move on their learning and development. Staff are vigilant in ensuring all children reach their maximum potential. They work effectively with any other agencies involved with children to ensure those, for example, with additional needs receive consistency of care and learning. The speaking skills of all children are developing very well as staff also use non-verbal communication effectively. Children who speak English as an additional language are encouraged by staff to use their home language as well as to speak English as they play.

Personal, social and emotional development lies at the heart of children's learning. All of the rooms have static home play areas to build on familiar known experiences. Staff are skilled in allowing children to create their own play situations, providing opportunities to develop relationships with other children. This has a positive effect on their ability to form relationships and also developing an understanding of the needs of others. Independence is promoted with low-level storage of toys and resources so children can instigate or add to activities. Self-help and personal care is addressed independently as staff trust children to carry out well learnt routines.

Meal times have progressed since the last inspection and now younger children serve themselves from dishes at the table whilst older children come to a serving table in readiness for school. They carefully carry plates to from their seats serving themselves to

learn about portion size and safety. Although older children have place settings which include knives, some children do not use these. Consequently, there is scope to improve children's two handed use of tools to benefit their development in this area. Staff observe and assess children systematically and maintain comprehensive written and photographic records of individual achievements. Their next steps in learning are precisely identified and purposefully incorporated into activities. Learning journeys are used superbly to record and identify children's consistent progress.

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

Children are supported by highly skilled staff whose prime role is to ensure they settle and form caring relationships in, what for many is, their first step away from home. Although allocated to a key person, who remains their prime carer, they build relationships with all staff members in their rooms. This ensures continuity of care in the instance of absences. Staff consistently meet the care needs of each child and respond sensitively to them as individuals. The needs of children ready to move to older age groups are considered and organised to meet their and their parents' needs. Their transitions are timed to allow for skills such as toilet training to be secure so that too many changes at one time do not cause them to regress. An effective transfer of information and visits ensure children settle well into their new rooms. This year will be the first time children have left the nursery to start school. An emphasis on developing self-care and independence means they are able to address their personal care needs. Communication and language development is encouraged in small groups and individually with staff. The specific areas of learning are met so they are ready to progress in literacy and mathematics. Children are confident to express their creativity and understand difference in their knowledge and understanding of other cultures and traditions, as they have celebrated these on appropriate occasions.

Children's care is managed highly efficiently. Parents of babies provide nappies and creams so they are not exposed to unfamiliar products and careful attention is applied during weaning processes. Consequently, children's health is supported really well in their first year. All children enjoy healthy, nutritious foods at snack and mealtimes. Specific dietary needs are discussed and recorded and staff ensure these are met as they inform the cook who presents alternatives to match the main menu. A mild curry and rice dish is presented with a chicken and an alternative vegetable option. Older children know their own needs as they serve themselves. Some children decide on both options and parents share their amazement at the varied foods their children eat. Older children giggle as a child says the curry tastes like 'fizzy water' describing the mild spice tingling on the tongue. Children eat well, coming for second helpings for which there is plenty.

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe. For example, they know to walk indoors and older children help to tidy away and pick up things which they drop so 'no one falls over them'. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children enjoy activities equally indoors and outdoors choosing where they prefer to play. Subsequently their physical development is fostered effectively. The nursery has a strong commitment to encourage positive behaviour through praise and encouragement. A precise policy and monitoring of staff working

practice is established to ensure any negative behaviour is managed in ways that sensitively help children to understand and manage their own behaviour.

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

Robust recruitment procedures ensure staff meet the requirements of the Statutory Framework for the Early Years Foundation Stage because they are qualified and experienced to do so. Monitoring of staff working practice is addressed through induction and appraisals to ensure they remain suitable to work with children and understand their responsibilities. Children's safety is paramount and supported by a staff team knowledgeable in safeguarding procedures. They know precisely the steps to take should they have concerns about children or those caring for them. Therefore, children are protected from harm and any issue relating to staff conduct is addressed.

Comprehensive policies and procedures work highly effectively to provide an exceptionally well organised and caring environment where children receive highly individualised care. Those in charge have high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and carers and staff serve to identify strengths and drive improvement. They are exceptionally successful in inspiring the dedicated staff team to work towards, and sustain ambitious targets. High expectations are embedded across all areas and consequently outcomes in children's achievements and well-being are outstanding.

Parents play a vital role in the nursery. A 'Parents Alliance' group of eight meet regularly with the manager and owner to share parent views. Parents are aware of this group through the detailed prospectus giving them opportunities to pass on their ideas and suggestions to take forward to meetings. However, in discussion with individual parents they feel they can approach at any time and acknowledge their involvement speaking exceptionally highly about the committed, professional and caring attributes of the owner, manager and staff.

Learning and development is maintained through effective planning and monitoring of children's progress. Activities based on children's ideas enable them to make rapid progress and prepare them well for their next steps, whether this be progression through the nursery or as they move into school. The setting works effectively with others, such as health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. Children who have English as an additional language are supported extremely well with pictorial prompts and written words in home languages. Links with local schools are established to support children as they progress in their education.

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 action. 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	906043
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	07/12/2012
Telephone number	0

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

