

# University of Leicester Nursery

University of Leicester Nursery, Wyggeston Drive, Off University Road, LEICESTER, LE1 7RJ

## Inspection date

10/04/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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 are motivated, keen and eager to learn. They are provided with stimulating and enjoyable first-hand learning experiences by staff, who know them well and have a good understanding of how children learn.
- The thoughtfully planned playroom creates an enabling environment for children to promote their independence and to engage children in purposeful play. Children benefit from a wide range of play materials to support their learning and development.
- Children are cared for in a nurturing and supportive environment. They are happy and form close bonds and secure attachments with all practitioners at the nursery. Practitioners praise children's achievements, which effectively promotes their confidence and self-esteem.
- Leadership and management are strong and there is a clear motivation to develop the nursery in order to improve opportunities for children's learning.

### It is not yet outstanding because

- On occasions older children are not fully supported to recognise the rules for being together and working harmoniously. This potentially prevents all children from sharing what they know and can do.
- The next steps identified for children in the baby area are not always clearly linked to their most relevant development needs. This potentially impacts on the support offered to children within this age group.

## 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.

## Inspection activities

- The inspector observed children in free-flow play and focused activities.
- The inspector spoke with the manager and the other staff members at appropriate times throughout the observations.
- The inspector observed children and examined the children's learning journeys to establish their progress in learning.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's documentation and improvement plan.
- The inspector spoke to parents of the children who attend the nursery.

## Inspector

Tina Garner

## Full Report

### Information about the setting

University of Leicester Nursery was registered in 2012 on the Early Years Register. It operates from the University of Leicester Sports Centre, which is situated within the university campus. Children are cared for in one large room with a separate enclosed area, within this space, for young babies. The nursery is open to employees and students of the university.

The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday 8am until 6pm throughout the year, closing for bank holidays, the Christmas period and two additional days at Easter. Children may attend for a morning, afternoon or a full day. There are currently 23 children attending. The nursery provides funded early education for three- and four-year-old children. 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:

- ensure the next steps identified for younger children are consistently matched to their most relevant learning needs
  
- help children to recognise and understand the rules for being together with others, such as waiting for their turn.

### Inspection judgements

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

The staff team, strongly led and supported by senior staff, provides children with a wide range of interesting and challenging experiences across all seven areas of learning. Toys and resources are easily accessible and there is a good selection which children access independently, developing high levels of self-confidence as they do so. Daily routines ensure that there is a good balance of adult-led activities, such as board games and mealtimes and those which children initiate themselves. Whilst engaged in activities they have chosen themselves, children become deeply absorbed. For example, they enjoy painting pictures at the easel, explore the texture of the paint and create designs. Children enjoy all the activities provided and participate with enthusiasm. However, during small group activities older, more confident children struggle to wait their turn and sometimes interrupt other children who are sharing their views or taking their turn. This potentially prevents all children in sharing what they know and can do.

Babies are supported by staff to build on and develop their language skills. Staff introduce new words in the context of the children's play. For example, words, such as mix, stir and pour are introduced as children use their senses, while exploring cornflour and water. Children's hand-to-eye coordination is promoted as they pick up and stick small eyes on to their bee collages. They enjoy adding these to the 'beehive' display and discuss with staff their liking for honey. Older children enjoy sitting together at the computer, they successfully use a mouse and keyboard to complete a computer game; this promotes their use of technology and encourages their turn taking skills. Children enjoy outdoor play; their physical development is encouraged as they whizz around on bikes and scooters, and throw and catch balls. Staff organise outdoor group games and children enjoy practising their counting skills as they successfully count out steps as they play 'What's the time Mr Wolf'.

Further knowledge of the local community is encouraged through visits to the local university departments. For example, children visit the photography department to look at photographic procedures, they take photos and see how these are processed and developed. They enjoy visiting 'New Walk Museum' to look at the animal skeletons and explore various bones. Children become aware of similarities and differences through celebration of cultural events throughout the year, such as Christmas, Diwali, Easter and Chinese New Year. This helps children develop a secure knowledge of the wider world and the people in it.

The newly implemented procedures for supporting children's progress are already having a positive impact. Staff undertake regular observations and use these to assess children's development and identify next steps for learning which feed into planning. This ensures that children are presented with good levels of challenges as they engage with their chosen toys and activities. However, the assessment of some children in the baby area is, on occasions, less accurate as some next steps are not as closely linked with their most relevant development needs. This has a potential impact on the support offered to children within this age group. Staff spend time talking to parents and finding out what children can do before they start at the nursery, which enables them to create realistic starting points to meet children's development needs. Staff also talk to parents each day about their child's care and welfare. Parents can see their child's development record at any time and regular parents' evenings allow more specific time to discuss their child's all round progress in more detail.

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

Children clearly demonstrate that they feel safe and secure at this nursery. They separate from their parents when they arrive and quickly settle to play. The key person works closely, on an individual basis with their parents, to help them settle in. Children show a secure bond with the members of staff. For example, they are confident to initiate conversations and they approach them for comfort and reassurance as they need it. Parents provide information about their child's care needs and these are managed by the staff. Clear support mechanisms are in place to ensure smooth transitions between the nursery and other providers of the Early Years Foundation Stage. Staff share information

about current topics, outings and themed days to promote a consistent approach for the children.

Children behave well because they understand the expectations and routines. The staff act as positive role models through speaking to children on their level and explaining why certain behaviour is unacceptable. The children are involved in safe risk-taking which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when running around in the outside area. Children have plenty of opportunities for fresh air through outdoor activities. For example, they go for walks and outings around the local area and they use the enclosed play area for a wide range of activities, such as bats and balls, bikes, ride-on toys and organised games.

Children are provided with healthy choices for food and drink at snack and mealtimes. Parents are asked to provide details about any allergies or health needs and these are managed effectively by the staff. Children are independent in the toilet areas and they are learning about managing their own personal hygiene through discussion with and good role modelling by the staff. For example, during snack time members of staff supervising wear aprons when serving food. They explain to the children the reason for this is to prevent the spread of any germs.

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

Children's welfare is promoted as staff's knowledge and understanding of safeguarding is secure. A thorough induction process ensures that their understanding is robust and they know how to respond to any concerns. Safeguarding discussions take place during regular meetings to support staff knowledge and ensure that safeguarding policies and procedures are effectively implemented. Staff know what action to take in the event of any child protection concerns. This means they are clear of their responsibility to protect children. Recruitment procedures are robust. Applicants for new positions at the nursery are assessed regarding their skills, qualifications and suitability for the specific role. References are sought and Disclosure and Barring Service Checks are undertaken before the successful applicant goes through an induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles. Any risks or hazards to children are managed well, enabling them to move around their environment freely, accessing resources as they choose. Documentation for the safe and effective management of the nursery is well organised, regularly reviewed and updated to take account of revised legislation and best practice. This ensures children's safety and well-being is effectively promoted.

The effective partnerships developed with parents and with other providers, supports and eases children's experiences during times of transition. Parents speak with confidence and pleasure about their child's personal development and how staff take time to share information and keep them updated. There are robust procedures for the recruitment and retention of suitable members of staff. They have opportunities to keep their knowledge up to date through attending regular training workshops and courses. Monthly meetings are held where all staff members are involved in the planning of activities for the children

as well as the nursery's self-evaluation process. All staff are given the opportunity to put forward any ideas and suggestions and the effective team continually look at targets and a well thought through action plan, which outlines responsibilities and timescales. This ensures that each target is met, enhancing the provision for children. The nursery demonstrates a strong commitment to ongoing improvement. Staff feel supported and valued and they create a happy and harmonious environment where children thrive.

## 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

<b>Unique reference number</b>	EY448528
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	888072
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Name of provider</b>	The University of Leicester
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01162525880

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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, 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.

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