

Market Bosworth Day Nursery

7 Barton Road, Market Bosworth, Nuneaton, Warwickshire, CV13 0LQ

Inspection date	04/04/2013
Previous inspection date	13/12/2011

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 benefit from a satisfactory range of activities and experiences to help them make reasonable progress in their learning and development.
- Children's personal, social and emotional development is fostered well to help them increase their self-help skills, and children form secure emotional attachments with their assigned key staff.
- Positive partnerships with parents and carers are established to appropriately support children's care and education.

It is not yet good because

- The range and use of available resources and balance of playful teaching does not consistently provide all children with challenging and enjoyable learning experiences.
- Staff do not consistently recognise children's progress and use this information to plan experiences to further extend children's learning, in particular, in mathematics and communication and language.
- The leadership team do not consistently use well-focused improvement plans and do not effectively monitor practice in the rooms to further improve the quality of activities and learning experiences to further raise children's achievement.

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 observed activities in the playrooms and outdoors.
- The inspector held a meeting with the registered person and the group manager of the setting.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation documents and a range of other documentation.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Market Bosworth Day Nursery is one of three settings run by the provider. It registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from the ground floor of a house in the village of Market Bosworth, near Hinckley, Leicestershire. Children have access to an enclosed outdoor play area. Children attend from the local community and nearby towns and villages.

There are currently 17 children on roll, 15 of whom are in the early years age range. The nursery is in receipt of funding for the provision of early years education for three- and four-year-olds. It is open each weekday from 7.30am to 6pm for 51 weeks of the year, closing for one week at Christmas. The setting also provides a before and after school service and holiday club. There are four members of staff employed. Two hold an early years qualification at level 6 and are working towards the Early Years Professional Status, and two hold a qualification at level 3. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- increase the range and use of available resources and opportunities for physical play indoors for children under two years, to provide a more challenging and enjoyable learning experience
- provide more adult-led activities to achieve a better mix of adult-led and child-initiated play to further extend the older and more able children's learning, in particular, in mathematics
- extend further the children's communication and language by ensuring activities have a clear learning intention, such as introducing new vocabulary, ideas and concepts.

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

- improve further the monitoring systems and the role of the leadership team to ensure well-focused improvement plans are in place to secure further improvement.

Inspection judgements

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

Positive relationships with parents and carers result in a steady two-way flow of information about the children's care and education. For example, all parents and carers receive daily feedback and a written report every term about their children's progress, which they can also contribute to. In addition, attendance at parents' evenings and coffee mornings held every term is steadily improving. Recent strategies to engage parents and carers in their children's learning are well received, including the use of 'Benson Bear', who is taken home and photos and a written account returned.

The overall quality of teaching and learning is satisfactory. Children make reasonable progress through a varied range of experiences across all areas of learning. Staff caring for children aged over three years provide an interesting range of activities to capture the children's interest and enjoyment. However, enough adult-led activities are not fully enough incorporated into the programme and, consequently, staff do not always offer sufficient challenge, in particular, in mathematics. Staff know the children well as they make regular observations of what children do, like and enjoy, and therefore plan well for their interests and enjoyment. For example, the children's interest in jellyfish has prompted a topic about 'under the sea', which is well received by the children. However, all staff do not consistently use information about children's progress to provide challenging experiences, in particular, to further extend the more able children in the rooms. Consequently, their learning is not fully extended in all areas. Children's progress in relation to their starting points is satisfactory. The resources available are of good quality, but due to the inconsistencies in their use and availability, planned goals in learning are not achieved with sufficient consistency.

Staff place a clear emphasis on fostering the children's personal, social and emotional development. Children are cared for in rooms according to their age and ability, and confidently explore their environment and are keen to try new experiences. The routine is organised well for children over two years to freely select and use resources, and they are given the time and space to extend their self-help skills. Staff provide daily opportunities for children to be physical outdoors. Consequently, children who are confidently mobile benefit well from the challenging range of physical play opportunities outdoors. For example, children confidently climb the climbing wall and balance across many of the fixed structures. Indoors, babies are given the space to move, roll and stretch. However, the more able babies have few items, such as rockers, walkers and tunnels, to encourage them to crawl, stand and walk.

Children's communication and language is developing. Staff caring for babies engage them well by singing to them, making eye contact and using their voice to attract their attention, to provide opportunities for early conversation. However, staff interaction with older children is variable. For example, during their interaction with children, all staff do not always place enough emphasis on raising achievement through increasing children's language skills by introducing new vocabulary, ideas and concepts during activities. In particular, this relates to the more able children in the rooms. Children aged over two

years develop a fondness for stories because staff share books with them daily and attend the local library. Staff plan daily opportunities for all children to develop an interest in early writing skills as they use a variety of writing materials, such as chalk boards, paint and sand, to capture their interest. More able children begin to recognise their names and to link sounds and letters.

Older children begin to count, sort, match and consider shape and size through using a varied range of construction toys, puzzles, games and the computer. A mathematics table is made available which includes some shapes and counters. However, children show little interest in it as it does not capture their curiosity. In addition, staff do not successfully enough incorporate a mathematical component, such as weight, measure, capacity and numbers, in areas such as the role play and sand and water areas, to further extend children's mathematical learning.

Staff provide a varied range of opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, small world toys and role play resources. In addition, staff provide an appropriate range of opportunities for children to explore a variety of painting techniques and use their senses to explore resources, such as, cooked pasta, shaving foam, jelly and baked beans. However, resources such as the sand, water and paint are not made freely available for children under two years to use at their own leisure, to further increase enjoyment and challenge. Children begin to learn about their natural and local environment as they dig, hunt for insects, care for the garden plants and visit places such as the local fruit market and church. Children attending the before and after school club and the holiday club are based in the over two's room and have use of all the resources and play materials, including the interesting and well-equipped outdoor play area.

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

Staff warmly welcome children on arrival and children easily settle into activities. There is an appropriate, assigned key person system in place, which means staff know the children likes and dislikes and provide well for their care needs. All children, including babies and those who are new to the setting, show a sense of belonging and are confident in their environment. Children are well behaved, learn about sharing and taking turns, and respond well to gentle reminders and direction from staff to keep themselves safe. Visits to the police station and fire station help to reinforce the importance of staying safe. Children move freely and safely in their environment because staff take appropriate steps to ensure hazards are kept to a minimum.

Staff provide daily opportunities for children to be physical outdoors through a challenging range of large and small physical play equipment. Children benefit from well-balanced, nutritious meals and snacks, which are freshly prepared on the premises. There are appropriate hygiene practices in place to prevent the spread of infection when changing nappies, and first aid requirements are met.

Staff are deployed well and the small nature of the setting means staff know all the children well. There is a regular exchange of information about the children's care needs

and achievements amongst the staff team. Consequently, children are supported well when they transfer from the under two's room to the over two's room. There are appropriate systems in place to share information with other settings and to support transition to school, and these links continue to strengthen.

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

The leadership and management team consists of the registered individuals, the group manager, who oversees the three settings in the company, and the manager and deputy of the setting. Since the last inspection, roles and responsibilities have changed. There is a new manager and deputy at the setting as the previous manager is now the group manager and based at one of the other settings. This has resulted in the manager and deputy becoming familiar with their new roles and focusing mainly on the areas already identified for improvement. For example, many of the actions and recommendations from the last inspection have been addressed well. The wall in the garden has been made safe and the designated person responsible for safeguarding has attended appropriate child protection training. A clear emphasis in the educational programme on linking sounds and letters means children show a fondness for rhyming and linking sounds and letters. Observation and assessment arrangements are improved, include the children's starting points and clearly show the progression in children's learning. Self-evaluation is improved as it is now ongoing and identifies many of the areas for improvement. However, from this analysis of areas for further improvement, leaders have not created well-focused improvement plans with dates and timescales to bring about improvement more quickly.

Regular, ongoing staff supervision, appraisals, staff meetings and leadership meetings are conducted to discuss areas for improvement and identify training needs. Staff are positive about the supervision, mutual support and teamwork within the setting. Therefore, they are enthusiastic about the children and keen to further raise their skills and qualifications. However, despite this, leaders do not consistently monitor the delivery of the educational programmes, such as monitoring practice in the rooms to further improve the quality of activities and use of resources. Consequently, the quality of teaching, use of resources and the progress children make is variable.

There are clearly written policies, strategies and procedures in place to ensure the safeguarding and welfare of children. All the required records, policies and procedures are in place, regularly reviewed and up to date. All staff are appropriately qualified in child protection issues and clearly understand their roles and responsibilities in relation to this. There are appropriate systems in place to ensure staff are suitably vetted, qualified and inducted, and clear about their roles and responsibilities. Regular written risk assessments and daily checks of the environment help secure children's safety.

Partnerships with parents and carers, other settings and agencies continue to develop to support children's education, care and welfare. Parents are kept appropriately informed about the setting, policies and the educational programme. For example, the setting's website, notice boards, regular newsletters and parents' meetings keep parents and carers appropriately up to date.

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	EY152690
Local authority	Leicestershire
Inspection number	911149
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	17
Name of provider	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
Date of previous inspection	13/12/2011
Telephone number	01455 290561

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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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Piccadilly Gate
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