

St George's Nursery School

St Georges Gouse, William Street, LEICESTER, LE1 1RW

Inspection date

19/04/2013

Previous inspection date

18/05/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The thoughtfully planned playrooms create enabling environments for all ages of children to promote 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 motivated and keen to learn in this inclusive and welcoming setting. They show high levels of curiosity and imagination and demonstrate positive relationships with their peers and staff. Planning is based on children's interests to effectively promote their learning and development.
- Staff are good role models. They are deployed well, use consistently applied strategies and provide a clear guidance for children about what is acceptable behaviour.
- There is a strong commitment to improve the nursery provision through setting ambitious targets and action plans.

It is not yet outstanding because

- There is scope to extend some children's learning in the area of communication and language by further extending opportunities to increase their speaking skills, especially for children who speak English as an additional language.

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 throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the manager and staff at appropriate times throughout the inspection.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion.

Inspector

Patricia Bowler

Full Report

Information about the setting

St George's Nursery School opened in 1994 and re-registered in 2011. It is one of four settings run by The Childcare Company and operates from converted premises close to Leicester city centre. All children share access to fully enclosed outdoor play areas. The nursery serves the local community and surrounding areas.

The nursery opens from Monday to Friday all year round, except for Bank Holidays and one week at Christmas. Sessions are from 7.45am until 6pm. Children attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children in the early years age range may attend at any one time. There are currently 72 children on roll who are within this age group. The nursery also runs a holiday club for children aged up to 10 years. It provides funded early education for two-, three- and four-year-olds and supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 19 members of childcare staff, the majority of whom hold appropriate early years qualifications at level 3. It 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:

- develop even further the opportunities to support and enhance the communication skills of those children who speak English as an additional language, for example, by continuing the use of visual aids.

Inspection judgements

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

Children are cared for by qualified staff and their safety is given high priority in the secure and well-planned nursery. The age related rooms are suitably equipped to meet the needs of the children cared for. The baby rooms, for those under two years of age, are organised to nurture children in their early years. They sleep in a separate area and develop physical skills as they sit, crawl and pull themselves to standing to explore a range of resources. Curiosity is encouraged through natural materials in treasure baskets and hand activated toys to investigate how to press and turn to make them work. Older babies enjoy painting with rollers and giggling in the ball pool. They enjoy outdoor play in their own enclosed area crawling on different surfaces including an artificial grass mat.

Older children show confidence and curiosity as they explore a stimulating learning environment within playrooms and in the outdoor play area. Two rooms for children aged two to three years are used well to provide for active play and relaxation. Low-level storage enables children to access puzzles and table toys, develop imaginative play in role play areas and sit quietly with books. Children in the messy room enjoy painting tubes to make Maypoles, sand and water and a range of creative materials which they can access to steer their own creations. Direct access to the outdoor area allows them to choose where they play.

Children aged over three years are cared for in a vibrant environment where they actively steer their own play. Children, returning from outdoor play, quickly remove their coats, hanging these on pegs to engage in play. A group of four children hunt for treasure which they hide around the room and they play cooperatively as this game evolves expressing and listening to each other's ideas. Low storage boxes enable children to choose resources and they engage in construction on the floor and creative activities at tables. They use resources to create pictures, responding to staff who ask open-ended questions so children talk about these. For example, a grandma is described as 'beautiful' by children and this picture is placed in a child's drawer ready to take home.

During a group story the staff member is called away. The book is presented to a child who confidently 'takes over' sitting on the chair in front of the group. The book is held so all children can see and as this is the story of the week and is well known. Children guide this activity, repeating the story as other staff in the room observe from a distance. This demonstrates children's confidence in their own abilities.

The outdoor area has been a focus for improvement. The nursery is moving away from traditional equipment to providing natural materials and recycled resources. For example, children make dens using lorry tyres and a tarpaulin. They lie inside singing songs, laughing gleefully when the wind blows this up and down and a staff member makes them jump playing 'peep-boo'. The garden has sensory areas with wind activated chimes and ribbons to promote looking and listening. An all weather pagoda enables children to play outside most days. Growing areas have been established and children help to dig these in preparation for transferring produce which they have planting in pots indoors. A music area of wall mounted saucepans and kitchen utensils provide opportunities to create rhythms or just to enjoy making and listening to different sounds.

Planning, assessment and observations are based on children's interests and as a result, children make good progress in their learning, developing the necessary skills in readiness for school. Key person's know their children well, liaising effectively with parents to identify clear starting points. Information from daily observations is collated at the end of each day to inform planning for the next day. This ensures children's interests and next steps are used effectively to help them progress and play an active role in the provision of activities.

Children who speak English as an additional language are encouraged by bilingual staff to use their home language as well as learn to speak English as they play. They also use a range of non-verbal skills to aid communication. However, there is scope to extend even

further, the communication skills of children who speak English as an additional language, for example, through the continuing use of visual aids, such as story bags and props. Written text in different languages is displayed and all staff have knowledge of familiar words to help children.

Communication with parents is good with regard to obtaining information about what their children already know and can do. Parents' views are valued and daily communication books provide an effective way to share information and plan for children's learning in nursery and at home.

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

Children are supported well in what for many is, their first step away from home. Parents complete detailed documents to ensure babies and children's routines are discussed and recorded. Consequently, their individual needs are met well. Key persons, who remain their prime carer, build warm and caring relationships and support children as they move into new rooms. This ensures continuity of care helping them to settle quickly as they move through the nursery.

An emphasis on developing self-care and independence means children are able to address their personal care needs. Parents of babies provide nappies and creams so they are not exposed to unfamiliar products and careful attention is applied during weaning processes. Consequently, their health is supported really well in their first year.

Children wash their hands before lunch and know why this is important to 'stop germs from spreading'. 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. Children eat well, coming for second helpings for which there is plenty. Children from as young as two years upwards show good independence skills as they serve themselves during lunch. Younger children are supported by staff but manage very well to spoon cheesy potato and beans onto their plates and carry them safely back to their allocated seats. They scrape any remaining food from their plates into a container, know to put used cutlery in another container and then rinse their plates in bowl of warm water before stacking these on the serving table. Children set tables and know where to sit as their place mats have their photographs laminated inside. Lunchtimes are relaxed as staff eat with the children discussing food options and acting as positive role models. Even young children are adept in using knives and forks.

Staff encourage children to play cooperatively with others, learning to share and take turns. Children respond to sensitive intervention by staff and an effective use of praise and encouragement. Resources are organised to encourage children's independence as they are able to choose and select these for themselves. The care needs of each child are clearly identified and staff respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

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'. The nursery has a strong commitment to reaffirming positive behaviour through praise and encouragement. A precise policy and monitoring of staff working practice is established to ensure any negative behaviour from children, is managed in ways that sensitively helps them to understand and manage their own behaviour.

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

Children's safety is given high priority and supported by staff knowledgeable about safeguarding procedures. They know precisely the steps to take should they have concerns about children or those caring for them. 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's working practice is addressed through induction and appraisals to ensure they remain suitable to work with children and understand their responsibilities. Therefore, children are protected from harm and any issue relating to staff conduct is addressed.

Comprehensive policies and procedures work highly effectively to ensure exceptional care meets children's individual needs. Those in charge have high aspirations for quality through systematic and inclusive self-evaluation. The views of children, parents and staff identify strengths and drive improvement. The manager is inspirational in motivating the dedicated staff team to work towards, and sustain ambitious targets. High expectations are embedded across almost all areas and consequently outcomes in children's achievements and well-being are effectively supported to help them to reach their maximum potential.

Parents play a vital role in sharing information about their children when they start at the nursery and the progress they make. They are kept informed about their children through detailed daily records and strong relationships with their key persons and other staff who know their children well. They are asked for their opinions and ideas in identifying and supporting new ideas and improvements within the nursery. In discussion with individual parents they feel they can approach staff at any time and acknowledge their involvement, speaking exceptionally highly about the committed, professional and caring attributes of the manager and staff.

Learning and development is maintained through highly effective planning and monitoring which results in most of the children's making good progress. Activities based on, and including children's ideas, enable staff to plan for their next steps and their 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. Bilingual staff help to overcome language barriers, supporting both parents and children. Links with local schools are established to support children as they progress in their education and the nursery works closely with an early years teacher at the local Sure Start centre.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY437313
Local authority	Leicester City
Inspection number	928611
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	90
Number of children on roll	54
Name of provider	The Childcare Company (Leicester) Limited
Date of previous inspection	18/05/2012
Telephone number	01162517755

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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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