

Charnwood Day Nursery

120 Charnwood Road, Shepshed, Loughborough, Leicestershire, LE12 9NP

Inspection date	29/04/2013
Previous inspection date	06/01/2011

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

- Staff demonstrate a secure knowledge and understanding of the educational programmes. This enables them to provide fun and stimulating activities, igniting children's enthusiasm for learning.
- Children show high levels of concentration and engagement in a wide range of activities that hold their interest and enhance their learning.
- Children benefit from nutritious food which is well matched to their preferred choices and parent preferences. Menus consist of organic produce, which promotes a healthy approach towards food and drink.
- Partnerships are highly effective, leading to strong and consistent levels of communication between all adults involved with each child. This secures children's emotional well-being and enhances shared learning opportunities.

It is not yet outstanding because

- There is scope to extend the level of one-to-one support for children with special educational needs and/or disabilities, thereby offering them greater opportunities to develop their independence and skills.

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 activities in the nursery playrooms and the outside learning environment.
- The inspector conducted a joint observation of a planned French lesson, with the manager of the provision.
- The inspector held meetings with the manager of the provision and discussions with children's key persons about children's individual development and progress.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Jayne Rooke

Full Report

Information about the setting

Charnwood Day Nursery was registered in 2004 and is on the Early Years Register. It is situated near the centre of Shepshed, in the Charnwood district of Leicestershire, and is one of a number of nurseries privately owned and managed by Magic Nurseries A Ltd. The nursery serves the local area and is accessible to all children. It operates from a converted two-storey house and there is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff, eight of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6.30pm. Children attend for a variety of sessions. There are currently 33 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports 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 the level of one-to-one support for children with special educational needs and/or disabilities to enhance their learning and development by offering them further opportunities to learn how to feed themselves with a spoon and to explore and experiment with new materials, such as sand.

Inspection judgements

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

Teaching is effective because staff are confident in their knowledge of how children learn and develop. They provide a broad range of stimulating and fun activities that ignite children's interests and fascinations. They skilfully observe and assess each child, to determine their initial stage of development and to plan for their next steps in learning. Parents, carers and other agencies are fully involved in the assessment process from the outset. This helps staff to support all children's progress towards the early learning goals. As a result, children's capabilities and skills are quickly identified and developed across the seven areas of learning. For example, babies are actively engaged in a broad range of sensory experiences, both indoors and outside. This enables them to explore their surroundings and to develop their sensory awareness. They particularly enjoy musical activities and rhymes, which enable them to communicate and express their creativity through their babbles and excited body movements. They receive lots of positive

encouragement from staff, who join in with their spontaneous actions. This develops children's confidence and active learning from a young age.

Children with special educational needs and/or disabilities receive good levels of support from their key person. They are included in all aspects of learning and the daily routine, with careful consideration paid towards inclusive practice. In this way, these children are able to participate fully and their developing skills and abilities are positively encouraged. As a result, they thoroughly enjoy outdoor play, which provides opportunities for them to develop their physical skills and coordination. They respond with happy smiles and excited gestures as they discover how to activate their favourite action toys. This demonstrates an early understanding of simple technology. They respond with increasing interest and awareness as they are helped to take part in a hand-painting activity. This encourages them to respond to a sensory stimulus, as they make marks in the paint and find out how it feels on their hands. Staff use their time well to support all children in their care. However, there is scope to enhance the level of one-to-one interactions, in order to extend children's learning experiences. In this way, children in need of specialist support gain further opportunities to try new things, such as mixing the sand into the paint and feeding themselves with a spoon. This, increases their independence and skills.

Children new to the setting and those transferring between rooms show high levels of confidence and enjoyment as they join in with adult-guided activities. They move their bodies in different ways as they enthusiastically follow the French teacher's instructions to roll their arms round and to sit down and stand up, in time to a fun song. Children show high levels of engagement as they listen carefully to and accurately repeat the French words, for the names of different vegetables and colours. Children who have attended this type of activity before are very confident to demonstrate their understanding of spoken French words, such as 's'il vous plait' and 'merci'. They quickly recognise words to describe the colours on their clothing, such as 'pantelon-bleu'. They respond with beaming pride to positive praise and encouragement for their very clever listening and participation.

Younger children are given lots of positive encouragement to explore their own ideas and imagination through their self-chosen superhero play. Activities and resources are well planned to include this aspect of children's interest, because staff recognise the value this adds to children's learning. Consequently, children are inspired to join in with a variety of games and stories that develop their listening and concentration skills. They exert their physical energy outdoors, as they explore dens and small and large play equipment during their imaginative play. Investigative tools, such as magnifying lense, are readily available when children wish to look closely at the spiders and other mini creatures they find in the garden. This enhances their strong exploratory impulses.

Older children are keen to demonstrate their skills and abilities to others. They greet visitors on arrival with positive enthusiasm and are keen to talk about what they know and can do. This shows their increased levels of confidence to adapt to new situations, which prepares them well for their next stage of learning. Children initiate conversations with staff and each other, showing increased levels of curiosity and purpose as they measure out ingredients to make play dough. Staff skilfully prompt children's thinking by asking questions which help them to work things out, such as how will the toy giraffe reach the

leaves in the jungle tree. This motivates children to develop the characteristics of effective learning.

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

Children separate happily from their parents and enjoy their time at the setting. This is because staff take time to get to know the children and their parents through a gradual introduction to the nursery environment. Time is given for children to settle and establish secure attachments to key persons. This helps them to build positive relationships with the staff and other children as they move between rooms. Relationships within the nursery are very strong and supportive. Children are treated with kindness and respect, and are helped to understand the need for boundaries and routines. This helps children to organise their play and to manage their behaviour in a caring environment. Children learn to respect and tolerate difference and diversity through their positive interactions with children from different backgrounds. In addition, they experience a wide range of activities that introduce them to varied traditions, customs and beliefs. Children who speak English as an additional language see positive images and hear spoken words that are familiar to them. Consequently, children's emotional well-being is supported very well.

Children understand and follow sensible safety rules, such as being careful around others, when they are involved in more active and energetic play. This enables them to assess and adjust to potential risks and hazards. As they get older, they take increasing responsibility for their self-care. For instance, they learn how to dress and undress themselves, in readiness for school transitions.

Children's good health is promoted throughout the nursery. Staff pay close attention to the care needs of younger children, ensuring that they stay clean and well cared for through the daily routine. Older children know that it is important to wash their hands before eating a meal. They clearly explain that if they get germs in their tummy, they can get very poorly. Parents value the use of organic food in the preparation of healthy meals, as this promotes healthy eating and fits in with their nutritional preferences. High standards of hygiene are promoted within the kitchen, further ensuring children's good health and well-being. Children benefit from regular fresh air and exercise, balanced with periods of rest and relaxation which match their individual needs. This promotes their healthy growth and development.

Rooms and resources are well organised. This gives children scope for free movement and varied routines. As a result, children often meet up with their siblings, helping them to feel comforted and reassured. The additional activity room provides another area for quiet and small group play. This enhances children's positive experiences within the nursery.

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

The management team demonstrate strong leadership roles. They closely monitor the delivery of the educational programmes and the effectiveness of staff practice. Staff receive good levels of support to ensure that their professional expertise and skills are

used to best effect. In this way, children receive a broad range of good quality learning experiences. Planning and assessments are regularly reviewed to ensure that staff act in the best interests of each child, particularly those who need additional support. This leads to timely and appropriate interventions. As a result, all children make good progress towards the early learning goals.

Safeguarding procedures are robust. This ensures that children are protected from harm and neglect. For example, secure recruitment and vetting procedures are vigilantly applied to ensure that staff working with children are suitable to do so. This includes an update of suitability checks during individual appraisal meetings for each member of staff. Trainees are mentored carefully to ensure they develop safe practice skills. Well-written policies are clear and precise, outlining what must be done to protect children's safety and well-being at all times. Staff are vigilant about security and supervision procedures. They check regularly with each other to ensure that ratios are maintained and that their whereabouts are known, particularly during a change in children's routines. Staff clearly describe what to do and who to contact if they are concerned about a child's well-being. There is a clear structure in place for senior staff to hold designated roles and responsibilities, such as a child protection officer, so that staff feel confident to address any concerns regarding children's well-being or staff conduct.

Following recent management and staff changes, staff training and development has been successfully prioritised. This has resulted in a more committed and motivated team who feel valued and supported. They follow clear procedures for manual handling in line with health and safety guidelines. They deal with behaviour incidents in a positive and constructive way, which promotes children's safe care. All of the required records are now accurately maintained, including staff and children's attendance, accident and risk assessment records. This has resulted in the safe and efficient management of the nursery. Managers have recently introduced the use of a social network page to extend the level of communication with parents, about their child's activities at the nursery. They have carefully considered any potential risks associated with this type of activity and have obtained signed consent from participating parents for their child to be included in this form of communication. Other forms of communication include daily and termly updates of children's care, progress and learning, alongside summary reviews which are shared with parents, carers and the child's next setting. This promotes consistency in children's routine care and provides opportunities to share information about each child's learning and development, outside of the nursery. Consequently, the action and recommendations from the previous inspection have been successfully addressed.

Ongoing self-evaluation fosters an ethos of reflective practice. Survey questionnaires are used to obtain the views of staff and parents, alongside careful consideration of children's comments and response to activities. This enables managers to analyse the effectiveness of their provision. It helps them to set clear goals for future improvements to develop their practice further, benefitting children's care and learning. For example, recent developments include the introduction of heuristic play sessions in the 'physical' room and the refurbishment of the outdoor play area. This has resulted in enhanced learning opportunities for all children to develop their communication and physical abilities. Managers and staff set clear and achievable goals for further improvement. This includes ongoing professional development opportunities to enhance staff qualifications, and a

greater focus on increased levels of challenge for children prior to them attending school. This leads to improved outcomes for all children, by extending their learning in an enriched environment.

Strong partnerships between the nursery, parents and other professionals and schools are firmly established. This results in strong levels of support for each child, as they move through key stages of their development. Verbal and written comments received from parents show that they are very pleased with all aspects of the provision. They state that they feel well informed about all aspects of their child's care and education, and value the support their children receive to enhance their learning and progress.

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	EY301377
Local authority	Leicestershire
Inspection number	909597
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	45
Number of children on roll	33
Name of provider	Magic Nurseries A Ltd.
Date of previous inspection	06/01/2011
Telephone number	01509 508012

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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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