

# Burbage Day Nursery

170 Hinckley Road, Burbage, HINCKLEY, Leicestershire, LE10 2AH

## Inspection date

01/11/2013

Previous inspection date

23/06/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

1

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

- Children thrive in this well resourced and vibrant nursery where they make rapid progress in all areas of learning. This is because staff provide wonderful activities are immensely skilled and have an excellent understanding of how children learn
- Relationships between children and staff are very strong which fosters a very secure sense of belonging with all children and ensures that children are confident learners.
- The management of the nursery and professional supervision of staff are of an exceptionally high quality and support ongoing improvements. There is an excellent sense of teamwork and clearly defined staff roles.
- Children literacy skills are very well promoted through a wealth of creative play and rich conversation during circle times. As a result, children communicate with ease and confidence.
- Children receive excellent support in preparation for their transfer into full-time school as a result of the close partnerships with teaching staff and local schools.

## 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 conducted a joint observation of children's activities and staff child interaction with the manager of the nursery.
- The inspector spoke to the manager, deputy and other staff throughout the inspection.
- The inspector held a meeting with the owner/manager and talked to practitioners during the inspection.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.
- The inspector observed activities in the toddler room and pre-school room, the baby room, the outside learning environment and children having their lunch time meal.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.

## Inspector

Susan Rogers

## Full Report

### Information about the setting

Burbage Day Nursery was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted bungalow in the Burbage area of Hinckley, Leicestershire and is privately owned and managed. The nursery serves the local area and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs 18 members of childcare staff. Of these, one member of staff has Early Years Professional Status, two staff hold appropriate early years qualifications at level 6 and 15 staff hold level 3 qualifications. The nursery opens Monday to Friday all year round with the exception of bank holidays. Sessions are from 8am until 6pm and children attend for a variety of sessions.

There are currently 81 children on roll who are within the early years age range. 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:

- consider developing further the excellent outdoor planting areas for the younger children so that they develop an even greater understanding of growth, decay and changes over time.

## Inspection judgements

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

All staff are highly skilled practitioners and have a very clear understanding of how children learn and develop. Through this they plan a highly stimulating range of activities that meet children's individual needs and provide excellent preparation for their eventual move into full time school. Children's assessments commence before they attend the nursery which provides an extremely accurate profile of the child's needs and stages of development. This enables staff to cater to each child's individual needs and plan carefully for their further progression. From this the child's key worker and deputy key person plan very comprehensively for the child's further progression, carefully monitoring their progress so that plans link wholeheartedly to each child's individual play preferences. Close and purposeful links with the child's parents ensure that they are fully informed of

their child's progress. Staff regularly discuss their child's individual progress with their parents when they collect their child and ensure they are fully included in all aspects of their progress. Parents are encouraged to discreetly observe their child at play, which provides them with immense opportunities to understand how their child learns and develops. This provides inspirational opportunities for parents to continue with their child's learning in the home environment. Resource sacks and books are readily available for parents to borrow providing excellent encouragement for them to continue with their child's learning in the home environment. Very accessible learning journals, daily diaries, parents' workshops and review meetings all contribute towards the purposeful two-way flow of information that ensure that parents are active participants in their child's learning and development.

Children are confident and very enthusiastic learners. They freely go outdoors and explore the fascinating opportunities for further discovery. Here they learn about cause and effect as they manage a pulley system and buckets, discovering how to transport heavier items from one area to another. Areas where children dig into soil and secluded dens encourage children to create exciting stories and imaginary scenarios. This gives them excellent opportunities to develop their language skills and become confident in describing their ideas and thoughts. Staff listen carefully to what children have to say and observe what they do during play. They then skilfully extend children's ideas by encouraging them to reflect on what they know and build upon this. Staff become highly active participants in children's play by including themselves in their imagined scenarios, which ensure that children become supremely confident when using their own ideas and thoughts in their imagined play scenarios. Children are encouraged to improvise with a fascinating range of natural and everyday materials, which provides great inspiration for their problem solving skills. For example, a garden bench becomes a space rocket with a piece of rope acting as a seat belt so no one falls out on their journey into space. Throughout children's play they learn to become highly skilled negotiators and listen carefully to each other. This teaches them mutual respect as they learn to consider the needs of each other and include others in their play.

Children become wholeheartedly involved in circle time as staff make this stimulating and relevant to the time of year. The way in which the staff steer the conversations with children is exceptional. They include all children in the conversation as they each listen to what others have to say and develop their confidence in speaking in large and small groups. Discussions about the forthcoming Diwali festival are explained extremely well by staff who use a variety of props, colourful images and artefacts to ensure that children are encouraged to ask questions and share their own knowledge and experiences. This provides rich support as children's develop excellent listening skills as they confidently contribute towards the conversation and extend their understanding and vocabulary. Staff are skilled at inspiring children so they become curious and eager to learn. For example, staff use hand held computers to further explain children's questions by showing them pictures and images that help them make sense of discussions.

Staff are immensely skilled at adapting activities to accommodate the different ways that children learn. Toddler story time is made hugely entertaining as staff use props to illustrate the characters in the story and encourage all children to use props and toys to bring the story to life and encourage their listening skills. Staff demonstrate high levels of

understanding of how children successfully learn. They pick up on the individual needs of the children in their group and skilfully introduce a game to play during story time that provides a strong link to the theme of the story. This ensures children listen carefully and provides optimum opportunities for them to enjoy further exciting challenge. Throughout their learning children are actively involved and confidently provide ideas for further learning. Staff encourage children of all ages to look at their learning journals where they discuss illustrated photographs of their activities and discuss which activities they enjoyed most of all. Staff become fully involved in this activity by asking well considered questions, which provides a valuable opportunity for children to extend their excellent communication skills. Staff use this activity wisely to accurately assess children's understanding and plan for their further development. As a result, planning is highly accurate, carefully defines children's individual learning needs. This enables child's progress to be carefully tracked and monitored and as a result children make excellent progress in their learning and development.

Children who have special educational needs and/or disabilities make excellent progress. Children who speak English as an additional language are also extremely well supported as staff place high value on their home language and learn key words that the child can understand. As a result, all children feel thoroughly included and learn English quickly. Key persons have an in-depth understanding about each child's abilities and confidently liaise with support agencies to enrich the learning opportunities for children with an identified need. All staff interaction with the children and teaching techniques are exemplary and demonstrate their excellent understanding of how to truly engage and capture children's interests. They provide the most fantastic experiences with strong focus on the children exploring and investigating, interacting and leading their own play. Older children constantly initiate and extend activities with a member of staff stepping in at crucial times to drive the activity forward and add in further challenge.

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

Excellent relationships with parents make sure that the child's key workers are very well informed about children's needs. Sensitive settling in arrangements are in place that are individually tailored to each child's needs. This ensures that all children feel highly secure and settled in this welcoming nursery. Each child has their own personal storage bag where they can store a favourite toy as well as a spare change of clothes, which further develops their sense of belonging. Children's seamless transfer to other rooms in the nursery ensures that they enjoy the experience and the additional challenges that are offered wholeheartedly. Key workers carry out regular transfer assessments that are shared with the child's new key person. This provides accurate and regularly updated information for new staff so both can readily plan for the child's further progress. Both the child's current and new key persons work very effectively alongside each other. They plan the best time for the child's transfer and measure how much support they need when they move into their new room to support their superb learning.

Children thoroughly enjoy their time in nursery as they enjoy an exciting range of

fascinating and interesting activities. The high quality activities impact positively on children's behaviour as they are kind and considerate to one another and readily include each other in their imaginary play scenarios. Well-organised routines help children to become familiar with the expectations of staff and to take pride in taking responsibility. Older children are teamed with younger children at lunch time, which provides excellent opportunities for them to develop a sense of responsibility as they chat to younger children and enjoy helping them serve lunch. Children enjoy helping during a variety of tasks that include carrying their sleep mats, tidying toys, clearing away after meals and organising resources. This enables the older children to develop their very good negotiation skills and make decisions as they decide how many of them are needed to carry the larger wooden blocks. There are designated sleep times throughout the day to ensure children can have a rest. Staff also ensure that children can sleep whenever they wish, for example, younger children choose to sleep in a traditional cot or low-level sleep baskets. Close monitoring of their sleep patterns ensure they sleep safely and peacefully.

An excellent range of resources, that are carefully and skilfully chosen, provide children with endless opportunities to use their imagination as they play. Natural resources that are safe and familiar to the children are abundantly available as well as artefacts and ornaments from different cultures and countries. This enables children to greatly extend their imagination as they create structures with plastic cogs and wooden blocks. The outdoor areas used by children throughout the day are carefully planned so even the youngest children can enjoy outdoor water play and explore digging areas. Visits to the local park, library and markets provide excellent opportunities for children to learn about the wider world. Older children learn how to harvest fruit and vegetables that they grow in the garden, consideration can now be given to extending this excellent area so younger children grow their own fruit and vegetables and extend their superb knowledge of growth and decay in their outdoor areas. The separate play areas for babies, toddlers and pre-school children provides them with plenty of stimulating and exciting environments. This enables all children to extend their physical skills and enjoy a very wide range of outdoor experiences. Children demonstrate immense confidence as they become adventurous and learn how to keep themselves safe when using wheeled toys, climbing frames and balancing beams. Outings to the local park and woods also provide valuable opportunities for children to gain confidence and independence in situations away from the nursery and learn about the natural world. Consequently, practitioners provide excellent support to prepare children for the next stage in their learning and as they move into full-time school.

The nursery takes pride in providing meals and snacks that are highly nutritious and meet children's individual dietary needs. The nursery chef provides meals that have no salt and are very well planned to provide children with optimum nutritional content. Children who have specific medical needs have care that is extremely well planned and managed to meet their individual needs. Managers ensure that staff have completed specific training so they can safely meet individual needs before they offer care to children, ensuring their safety and their well-being is thoroughly protected.

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

The strong management team works relentlessly and strives hard to provide an extremely high quality service. Through highly robust recruitment procedures they ensure all staff are well qualified and have a thorough understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding policies and procedures are highly effective. As a result, all staff have a clear understanding of how to respond if there are concerns about a child's care. Supervision and the monitoring of staff's progress is of a consistently very high quality. Staff are provided with skilled coaching and are well supported in their role. This results in staff who are highly knowledgeable and confident practitioners who support children's learning and development extremely well. Staff are provided with excellent support by the management team and are actively encouraged to pursue further professional qualifications and engage in a wide range of training opportunities. Monitoring of new staff provides a clear focus on their induction and regular supervision. All staff have a clear, plan of professional development and training is targeted on individual requirements or interests. This means that children's care, learning and development are exceptionally well supported by a competent well-qualified staff team. Regular workshops and meetings further develop staff skills so they approach their role with supreme confidence. Clear deployment of staff enables them to fully focus on their role. For example, the nursery employs housekeeping staff and a chef to serve lunches and clear away after the children. This excellent organisation frees staff to focus fully on teaching children and promoting their development. The manager ensures that all staff have non-contact time organised so that they can fully reflect upon and concentrate on planning and updating children's learning journals. This ensures that planning and assessment are rigorously monitored so that they are precise and consistent and help children make excellent progress in their learning.

Partnerships with parents are highly valued. They are consulted regularly to help staff consistently meet children's individual needs and parents are confident that any suggestions are much valued. They are highly complimentary about the care and education their children receive. The nursery invites parents to social occasions and parent workshops, which promotes rewarding partnerships between staff and parents. Through this parents have a very clear understanding of the activities their child enjoys, which helps them provide optimum opportunities for children's learning and further progression.

The nursery has a strong record of sharing positive practice with other nurseries. Staff are eager to learn from other settings and share their skills with others. The management team and staff are very well motivated. They are deeply committed towards the further development of their early years practice and the continuing development of the overall provision for all children. Self-evaluation and reflective practice drives forward carefully considered changes that continually reflect the individual needs of the children that attend. This is regularly documented and places very great value on the opinions of children, parents and staff. Staff meetings and individual supervision sessions are skilfully used by managers to draw together staff's opinions so that improvements are implemented highly successfully. Partnerships with additional agencies are used very successfully to access well targeted support for individual children. The nursery staff work extremely closely with teaching staff from schools where children will eventually transfer. Teaching staff are invited into the nursery to meet children and induction meetings are

provided for parents whose children are moving into full-time school. This ensures children's excellent progress is continued.

### **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

<b>Unique reference number</b>	EY376499
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	936853
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	73
<b>Number of children on roll</b>	81
<b>Name of provider</b>	Sanders Day Nurseries Ltd
<b>Date of previous inspection</b>	23/06/2009
<b>Telephone number</b>	01455230183 07973373866

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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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