

Gables Day Nursery

1324 Melton Road, Syston, LEICESTER, LE7 2EQ

Inspection date

24/07/2013

Previous inspection date

28/02/2013

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 make excellent progress in their learning and development because they are excited and motivated by the wide range of fun and stimulating activities available for them.
- Children have exceptionally good relationships with each other and staff. This enables them to feel confident in their learning environment, freely explore and extend their learning.
- High quality leadership and management underpin the outstanding practice. Management have an excellent understanding of their responsibilities and provide high-quality supervision for the staff team. As a result, staff are motivated and work together exceptionally well.
- Safeguarding procedures are vigorously applied to ensure children are safe at all times.
- Children are treated with a great deal of respect and this results in a harmonious, caring environment for everyone, where every child is valued and their individual needs are met.
- Excellent partnership with parents means there is a united approach to meeting individual children's needs, extending their learning and helping them to develop relevant skills for future learning.

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 held discussions with the manager and deputy manager and spoke to the staff and children.
- The inspector observed free play, focused activities, outside play and meal times.
- The inspector held a joint observation with the manager.
- The inspector spoke to the owner on the telephone.
- The inspector looked at children's assessment records, learning journal records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, the nursery's documentation and the nursery's policies and procedures.

Inspector

Janice Hughes

Full Report

Information about the setting

Gables Day Nursery was registered in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately owned and situated in purpose-built premises in Syston, Leicestershire. The nursery serves the local area and is accessible to all children. It currently operates in five rooms and there is an enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 199 children attending, of whom 154 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

The nursery employs 20 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and 3. The manager holds a Foundation Degree in Early Years. 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:

- review pre-school lunchtime arrangements to develop different ways of serving food, so that these times can be even more enjoyable for the children.

Inspection judgements

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

The atmosphere across the nursery is busy and purposeful. Staff work exceptionally well together to ensure the smooth delivery of the planned and free-play activities. Children of all ages are fully engaged, keen to learn and progressing rapidly in their learning and development. The educational programme is rich, varied and balanced across all areas of learning. Children benefit from an exceptionally well-organised learning environment both indoors and outdoors and a child-led approach to learning. Children flourish because staff recognise that each child is unique and actively support their learning and development extremely well in relation to their starting points. Observation and assessment of children at all ages are clear, precise and sharply focused. Staff successfully weave individual planning for their key children into the daily routine. As a result, staff are able to use the information they gather to provide innovation and challenging opportunities for children to learn and develop. Assessment is robust and enables staff to identify gaps in children's learning and successfully complete the progress check at age two. This means, early

intervention can take place to target specific issues or problems to help individual children's learning. As a result, children are making excellent progress towards the early learning goals. Children with special educational needs and/or disabilities are successfully supported, so they make exceptional progress in relation to their starting points. For example, staff use visual picture cards and make games to help children communicate easier, they are tailored to their individual routines. Staff also adapt their interactions to support the children's individual needs and enable them to join in activities. Children are acquiring excellent skills and learning to prepare them in readiness for school.

Parents are actively encouraged to contribute to their child's baseline and ongoing assessment records with the child's key person. This includes adding observations of their child's progress at home. Staff then use the assessments and information to accurately identify children's current interests and learning needs. Staff actively share information with parents, such as their children's 'learning journal' records. These include ongoing, observations, photographs and examples of children's work that build up a wonderfully informative record of their child's learning.

Staff have an extremely good understanding of how children learn through play. Their excellent teaching techniques help children to be positive active learners. Children are highly motivated and fully engage in the balance of adult-led and child-initiated activities, which ensure that children can actively instigate their own learning. One example of this is the 'Prince and Princess' activities in the pre-school room. This started following a suggestion by a child to make crowns and led to children drawing castles and writing about their favourite royal characters. They use describing words well showing enhanced language skills, such as 'the big enormous king' and 'shiny sword'.

Babies and toddlers enjoy excellent opportunities for sensory play. For example, they freely explore the treasure basket of objects, which have different textures and weights. They enjoy using a variety of toys that make sounds when they move them. Furthermore, they thoroughly enjoy taking part in painting activities as they squeeze paint through their fingers giggling and smiling as they smear paint on the paper and make hand prints. To further develop their handling skills younger children enjoy cutting and rolling glitter play dough and making long and short sausages.

Children have wonderful opportunities to explore their early writing. There are many opportunities throughout the environment for children of all ages to make marks, draw and write. Younger children enjoy exploring sand and cornflour, using their hands and fingers to make marks. Older children enjoy pretending to 'write' letters in the writing area. They have access to a print-rich visual environment, helping children learn how we gather information from printed words and that writing can be in letters and symbols. For example, written labels displayed and a broad variety of books, including dual language books. These activities prepare children very well for their eventual move to school.

Children show a keen interest in books. They use books independently and older children take books home from their group room library box. Babies and younger children develop their vocabulary as they enjoy looking at books with staff and name the pictures. Older children enjoy having stories read to them while sitting on wooden mushrooms in the garden under the tree. During group story times, they show excellent speaking and

listening skills. For example, they actively answer questions skilfully asked by staff. They also take turns to talk about their real life experiences of their holidays. Children are supported exceptionally well in developing their early mathematics skills through everyday routines and counting during play. They sing songs and rhymes that involve counting and subtracting and join in the actions with enthusiasm. Older children use the computer independently and negotiate how to use the mouse effectively.

Children learn about the world as they work with staff planting tomatoes, beans and flowers in pots and in the garden areas and watch these grow. They also go on outings in the local community and take part in interesting activities that reflect a variety of festivals and celebrations. Children love playing outside, which is skilfully planned to provide a range of different exciting activities to help learning. They hide under dens, splash water as they find out what sinks and floats. They effectively develop their physical and movement skills as they climb and balance on the slide and run around as they enjoy water fights. Children are particularly happy, settled and interested to learn. As a result, they are making excellent progress in all areas of learning.

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

Parents and children are warmly welcomed by staff who show an excellent awareness of their individual needs. Children enter keenly and separate from their parents with ease, which shows they have developed a strong sense of belonging. Children clearly benefit from the highly effective key person system. This ensures children's individual care and learning needs are met highly effectively by familiar adults. Excellent relationships between staff and children help children to feel very safe and secure in their learning environment. Children and babies are exceptionally happy and settled. They are offered reassurance and have the confidence to explore new toys and older children are made to feel 'special' during one-to-one focus activities. Staff handle babies with care and are meeting their needs extremely well. Children freely approach staff during play or if they need support. Older children are very confident and develop their independence as they make choices during play. Staff manage children's behaviour exceptionally well and treat them with respect at all times. They focus on positive outcomes, which are tailored to each child's individual needs. This provides opportunities for children to learn about boundaries in a way that they understand. Children take responsibility for helping to tidy away toys after use and help with the daily routines. They are very kind to each other and they share and take turns during play. Children actively join in with songs, stories and games, showing enjoyment as they fully participate in group activities.

The learning environment is exceptionally well organised. Children benefit from an excellent range of resources, furniture and equipment in all group rooms and the outside play area. This means that children can use resources that promote all areas of learning at all times. Children's work is highly valued and there are effective displays of their artwork throughout the nursery helping to promote their confidence and self-esteem. Staff display photographs of the children's family and their parents. Nursery rooms are organised to meet the needs of children attending. Low-level storage systems, clearly labelled with pictures and words, enable all children to make choices about their play.

Staff are highly effective in embracing opportunities within the daily routine to promote independence in children. For example, children put on their own shoes and take pride when they do so. They learn to wash and dry their hands proficiently, help serve their own snacks and pour drinks. Staff consistently praise children for their efforts and achievements. This contributes towards raising their confidence and self-esteem. Children are developing valuable independence skills at lunchtime. For example, they help set the table and have delightful conversation about their own experiences. However, this time in the pre-school has scope to improve. For example, children serve their food one by one. Therefore, a few children may sometimes begin to become restless while they wait. As a result, staff are not promoting a fully enjoyable time for children.

Staff are fully aware of their responsibilities in keeping children safe and are vigilant, while allowing the children to have sufficient risk in their play to promote challenge. Children develop an excellent understanding of safety as they take part in regular evacuation drills. They learn about the dangers of throwing sand, using scissors carefully and not running inside so that they do not hurt themselves or others. Children learn highly effectively about the importance of maintaining healthy lifestyles through frequent activities and outings that promote exercise and physical development. They relish being outdoors and have daily opportunities to benefit from fresh air in all weathers. Children enjoy a healthy diet of meals freshly prepared on the premises each day and take account of their specific dietary requirements. The menus are displayed for parents daily to ensure they are kept well informed. Children eagerly discuss which foods are healthy to eat, and which are bad for your teeth. This demonstrates well that children are beginning to understand the effects food has on their bodies.

Children are sensitively supported when the time comes for them to move rooms within the nursery. Staff place an excellent emphasis on preparing children for school. Sharing information and conducting visits, where possible, to help children become familiar with the school staff and environment.

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

Excellent systems are in place to help safeguard children and promote their welfare. Staff successfully implement an extensive range of policies and procedures aimed at promoting children's health, safety and well-being. Ongoing staff training and systematic reviews of policies ensure staff are up to date with current practice. As a result, staff have a very comprehensive knowledge of what to do if they have any concerns regarding children's welfare and take appropriate action to liaise with safeguarding professionals. Highly effective monitoring systems are in place to ensure the suitability of all staff who work with children. This includes vigorous recruitment and vetting procedures along with excellent induction procedures, supervision and appraisal.

The inspection took place following notification from the manager about a safeguarding incident. The inspection found that management were fully aware of this incident immediately due to staff notifying management and through the use of the closed-circuit television security system. Management followed correct safeguarding procedures and

took all necessary steps to involve outside agencies and remove the member of staff. Safeguarding and recruitment policies and procedures are fully effective in ensuring staff understand their responsibilities to report and record safeguarding concerns. Furthermore, effective precautions are taken to ensure that suitable staff are employed.

Staff maintain accurate records regarding the children in their care and ensure the highly effective use of all required documentation. For example, records of any accidents that occur during play are recorded fully by staff. These records are then reviewed regularly by the manager to assess any similarities or if any action is needed to further promote children's safety. Staff conduct very thorough risk assessments relating to the premises, activities and outings. They also complete daily safety checks, which enable them to take prompt action to minimise any hazards.

Exceptional leadership and management, along with highly effective team working, resulting in a positive, inspiring environment, clearly aimed at supporting children to achieve their full potential. The nursery owner and those who take on a senior role have a very calm, but confident approach to the work that they do. They are exceptionally successful in inspiring the staff team to strive for excellence. The morale of the staff is very good and they have high expectations and ambitious plans to ensure continued improvement for the nursery. The manager shows a strong focus and passionate drive to provide excellent care and inspirational learning for children. She has in-depth knowledge to monitor planning and delivery of the educational programmes highly effectively. The manager and whole staff team show pride in their contribution to this wonderful nursery. Excellent systems are in place to support staff in extending their knowledge of childcare and education. Staff attend in-house training days at the nursery, as well as a variety of courses run by the local authority and outside trainers. The manager monitors how staff implement their new knowledge or cascade the information to other staff. This ensures that staff take full responsibility for their personal development and are accountable for further promoting the quality of the nursery. The pursuit of the highest quality provision is evident through their drive to improve. Managers take every opportunity to continuously develop practice. For example, they use feedback from inspections of the other settings within the company and work closely with local authority early years advisors, the staff team and parents. Staff are highly motivated and work exceptionally well together, creating a secure, safe and wonderful learning environment for children.

Excellent partnerships have been established with other agencies. This ensures a consolidated approach to the care of children who have identified special educational needs and/or disabilities. All professionals who work with the children share relevant information on an ongoing basis so that children's care and progress are monitored highly effectively. Parents are provided with a wealth of information about the nursery. They are informed of events through regular newsletters and parent initiatives, together with daily hand-over chats. A systematic and rigorous evaluation procedure is in place that includes all staff, parents' and children's views. Annual questionnaires enable parents to voice their views. The parents' skills are utilised and their ideas harnessed as part of the ongoing development plans, which are regularly reviewed. As well as parents being involved in practical matters, they are invited into the nursery to share their interests and experiences. Highly effective partnership working ensures that every child's unique needs are extremely well supported.

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	EY445957
Local authority	Leicestershire
Inspection number	928084
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	199
Name of provider	The Gables Day Nursery Ltd
Date of previous inspection	28/02/2013
Telephone number	0

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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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