

# Gingerbread 2

Launde House, Harborough Road, Oadby, LEICESTER, LE2 4LE

<b>Inspection date</b>	29/01/2014
Previous inspection date	25/06/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Key persons work closely with parents to gather as much information as possible to help them meet children's individual needs and continue to share information about children's progress.
- Staff deployment is effective, the staff team work very well together. They are motivated and passionate about what they do and clearly love their job, creating a warm and welcoming environment.
- The qualified chef provides a well-balanced and varied vegetarian menu that children contribute ideas to.
- The nursery promotes children's safety through internal security systems and good safeguarding policies that are fully understood by all of the staff.

### It is not yet outstanding because

- The activities in the baby room are at times, not age appropriate to all of the babies. As a result, babies spend long periods of time in whole group activities.
- Systems for monitoring staff practice are not yet fully effective and as a result, the manager is not always aware of occasions when practice is not as good as it could be.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector had a tour of the nursery.
- The inspector observed children in all rooms, during snack and dinner time.
- The inspector looked at documentation and spoke to staff.
- The inspector held a meeting with the manager and conducted a joint observation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.

## Inspector

Samantha Faulkner

## Full report

### Information about the setting

The Gingerbread 2 nursery was registered in 2011 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in refurbished premises in the Oadby area of Leicester and is managed by a committee-led charity, which is a limited company. The nursery serves the local area and is accessible to all children. It operates from five rooms and there is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and two at level 2. The manager who has a degree in Early Childhood Studies. The nursery opens Monday to Friday all year round. Sessions are from 7.45am to 5.45pm. Children attend for a variety of sessions. There are currently 103 children attending who are in the early years age group. The nursery provides funded early education for two-, 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. The nursery is a member of the Pre-School Learning Alliance and 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 the balance of activities within the baby room so that babies are able spend more time taking part in activities of their own choosing
  
- develop further the arrangements for monitoring staff practice, to ensure that staff implement their usual good practice consistently.

### Inspection judgements

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

Staff at the nursery take great care to find out about children before they start. They discuss children's needs during visits and settling-in sessions and parents complete 'all about me' sheets that detail their child's care routines, likes, interests and the learning they do at home. Staff use this information to help children settle. They also carry out their own initial observations to determine a child's starting points in their learning and development. Staff see who the children make attachments with and then allocate a key person, who is responsible for meeting that child's needs and supporting them during their time in the room. The key person system is effective, staff all know their children well. Staff complete information about themselves to share with the families of their key children. As a result, effective bonds are built, and children's needs are understood and

well met.

There is good breadth and depth to the curriculum and all areas of learning and development are supported. Staff provide opportunities to match childrens' styles of learning and to extend their critical thinking. For example, when a child builds a tall, thin tower from bricks, which keeps falling over a member of staff encourages the child to explore other building techniques to make the tower stronger. Staff use good questions to challenge his thinking, such as, 'what would happen if...'. Consequently, the child tries different techniques until they succeed in building a strong foundation to a very tall tower. Staff use detailed observations, which are linked to ages and stages of learning to plan a child's next step. This information is then shared with the staff team at weekly, room-planning meetings and then comprehensive teaching plans and environment plans are written. This thorough system of planning ensures that all children's next steps are planned for and children's individual needs are met. As a result, all children are engaged and make very good progress in their learning and development at the nursery. The key person shares information with parents and carers each day when the children go home and through well-written assessments. Parents in the baby and toddler room have diaries, that provide an excellent flow of information and the nursery organises parents evenings on a regular basis to further explore children's progress, in partnership with parents. Staff provide parents with progress checks at age two to be used jointly with their health visitor, during routine health appointments. These reports help to identify early signs of any delay in learning and development and staff are extremely knowledgeable about completing them, linking them to the prime areas of learning and development.

The nursery supports children with English as an additional language. Staff speak in both the home language and English when they want to introduce new words. Staff are excellent role models in their spoken English and use good strategies to promote children's early speech and language skills. As a result, all children make very good progress in communication and language. This is confirmed by parents who praise the progress their children make in English. For example, when toddlers are slightly unsettled on arrival, staff have good plans for helping children with their emotions. They speak slowly and clearly, speaking to her in her home language as well as English. As a result, children's spoken English is clear and they settle with ease. Staff adapt their teaching strategies to ensure all children, including those with special educational needs and/or disabilities are included and are able to take part in activities to promote their future learning. Children take part in daily physical activities and, while they have great outdoor facilities, staff also plan for inclement weather. For example, when the heavy rain makes it unsafe for babies to play outside, a slide and seesaw is used indoors. As a result, the babies enjoy continuous opportunities for physical play. The large pre-school is very well organised and children have many different, exciting opportunities to make progress in their learning and development. Their personal, social and emotional skills are promoted through small group activities and whole group circle time. For example, staff discuss a cooking activity and they remind children about taking turns, not shouting out, to be considerate to their friends and to value everyone's questions and answers. All the children are interested and contribute to the group discussion about what ingredients are needed for cooking gingerbread, and how to promote healthy routines. As a result, children are very well prepared for school. This is further supported by visits to their new primary school in their last term and visits from the reception teacher.

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

Children's well-being is appropriately promoted at the nursery. They are all happy and confident and have strong emotional bonds with the staff. Children play and learn in a well-resourced environment that provides excellent resources, which are kept within reach so children can make choices for themselves. The pre-school room makes good use of routines to promote independence, particularly at lunch time. Children have small bowls of food on the table and serve their own portion. They cooperate with friends, passing the food along and asking for a turn. As a result, the children enjoy their food and their self-esteem is promoted. Children in the toddler room are encouraged to wear indoor shoes and to take off their outdoor clothing and shoes themselves. They choose when to have a drink and help themselves to tissues to blow their own noses, knowing to put the tissue in the bin afterwards, to promote health and hygiene. Babies, however, are not always given the same opportunities to promote their independence. Staff are sometimes too focused on the daily routines. For example, toys are cleared away and all babies sit with staff for group singing and story time, several times a day. This does not always give them time for independent, child-led play. However, all babies are settled and enjoy their experience at the nursery.

Transitions are good between rooms. The key person takes children on short settling-in visits and only moves children to a new room when they are developmentally and emotionally ready. As a result, children enjoy their time at nursery and the strong support from their key person ensures that they are emotionally secure. Behaviour management strategies are age appropriate and staff are consistent in their approach. As a result, all of the children behave well and know what is expected of them. Children's health and hygiene are promoted through the high standards that staff demonstrate in the nursery. Protective aprons and gloves are worn during nappy changing, to prevent the spread of germs, and children always wash their hands before handling food. Staff in the baby room have good systems in place for washing and preparing bottles and preparing cots and sleep mats. Children have daily opportunities for physical play outdoors and they spend time in the local community when they go on outings. For example, children visit a local supermarket to purchase ingredients for cooking and take photographs on the way of a fire engine and other interesting objects or vehicles. The pictures are printed and made into a display that children talk about. Staff risk assess the outings and children's safety is promoted at all times. Children are encouraged to safely take risks. For example, they use resources to build obstacle courses, taking care to construct and use them carefully.

The nursery provides a range of vegetarian food cooked by a qualified chef. The chef is passionate about providing a balanced, home cooked vegetarian menu. She reflects on what the children enjoy. Children can watch her at work in the kitchen, through a window and she talks to them about what she is doing. As a result, children have a strong awareness of where their food comes from and enjoy the exciting menu.

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

The staff team is appropriately qualified and deployment is extremely effective, maintaining correct ratios at all times. The staff team work well together and are enthusiastic and passionate about the work they do. The nursery has good strategies in place for emergency cover. The nursery has a nominated Special Educational Needs coordinator, who has attended relevant training, and has good systems to ensure the needs of all children are met. Staff across the nursery are skilled at supporting children with additional needs and work with other professionals to support their progress.

Staff training is held every month and includes professional discussions about current issues or to re-visit policies and procedures. Staff are all motivated and keen to learn. They are knowledgeable about the Early Years Foundation Stage and are knowledgeable about safeguarding procedures. They know how to report any concerns to ensure children's safety and welfare is prioritised. It is evident that training is valued. Staff cascade their learning to other staff members at monthly staff meetings, so that new information can be shared. This has a positive impact on children's learning and development. The manager holds monthly supervisions, and appraisals are carried out twice a year. Action plans are set to further improve teaching at the nursery. Room leaders contribute to appraisals through their observations about staff practice, however, the system for observing senior staff and room routines is not sufficiently robust to identify when good practice is not consistently implemented. Systems for recruitment and checking staff suitability are robust and staff understand their responsibilities about reporting any changes affecting their own suitability. Clear inductions help new staff understand how the nursery runs and what their roles and responsibilities are. Policies and procedures are well written and are regularly reviewed. They are embedded into practice and ensure staff are meeting the needs of all children.

The nursery has effective systems for keeping children safe. There is an internal security system that is monitored from the office and all rooms have systems for communicating between themselves to ensure children's needs are met. Staff attend safeguarding training and policies and procedures are effectively implemented. Staff understand their responsibilities and the reporting process to keep children safe. The manager understands her responsibilities in relation to children's learning and development. She monitors planning and child records and ensures that observations are correctly linked to ages and stages of development. The nursery regularly reflects on practice, and staff and parents contribute to the self-evaluation of the nursery. This results in development plans which focus on improving the service for all the children. The plan is a working document that is continuously used and supports ongoing development for the nursery. There is a clear complaints process, however, the nursery has good relationships with parents and an open door policy, which means that parents discuss any minor concerns in person. These are generally resolved without the need for a formal complaint. Partnerships with parents are valued by all the staff team and care is taken to display a wealth of information for their benefit.

### **The Childcare Register**

The requirements for the compulsory 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY440555
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	949109
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	84
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Gingerbread Cottage Playgroup Limited
<b>Date of previous inspection</b>	25/06/2012
<b>Telephone number</b>	01162711970

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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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