

# Knighton Day Nursery & Pre-school

559 Welford Road, LEICESTER, Leicestershire, LE2 6FN

<b>Inspection date</b>	24/03/2014
Previous inspection date	09/12/2008

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

- Children who attend the nursery are safeguarded because the nursery staff are fully aware of their responsibilities to protect them from abuse and neglect.
- Nursery practitioners ensure children are challenged effectively so that they make good progress while they get involved in and enjoy a full range of play activities.
- Practitioners support children with special educational needs and/or disabilities and seek extra professional support to help them to reach their full potential.
- Effective partnerships with parents and other professionals are good. This means nursery practitioners and parents communicate well to ensure that children's needs are met.

### It is not yet outstanding because

- Less emphasis is placed on providing children with increased access to mark making materials to enable them to write for a purpose during their spontaneous play.

## **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 discussed with the provider how they deliver the educational programmes for children.
- The inspector looked at policies and documents the provider uses when caring for children.
- The inspector looked at documents and discussed issues relating to safeguarding children.
- The inspector looked around the areas and rooms of the building that are used for the nursery.
- The inspector reviewed the provider's self-evaluation.

## **Inspector**

Tracey Hobbs

## Full report

### Information about the setting

Knighton Day Nursery opened in 1993. It is a privately owned and operates from a converted bungalow on a main route into the city of Leicester. Access to the baby room and outside area is down a flight of stairs. The nursery is registered on the Early Years Register and both parts of the Childcare Register. There are currently 78 children in the early years age range on roll. It provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery is open Monday to Friday from 7.30am to 6pm, all year round except for public holidays. Children attend for a variety of sessions. There are 17 members of staff working with the children. All staff hold appropriate qualifications; two at level 2, eleven at level 3 and one at level 5. 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:

- enhance children's interest in early writing and mark making for a purpose, by increasing the writing materials within the role play areas so that children can, freely make marks, eagerly write messages and use note books.

## Inspection judgements

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

The nursery's practice is based on a secure understanding of how to promote children's learning and development through their play. As a result, children make good progress. Nursery practitioners have high expectations of all children based on clear assessments of their emerging skills. They observe children at play and accurately record their findings in each child's individual learning journal. This enables practitioners to provide a wide range of exciting learning experiences which take into account the children's individual, interests and stages of development. Parents are invited to share information about their children's starting points when they first attend the nursery. The nursery keeps parents well informed about the activities their children participate in, for example, each day information about the play experiences and activities are displayed on white boards and placed at the entrance to the play rooms for parents to see what their children can enjoy. Through the use of daily room home slips, parents of the youngest children receive regular information regarding their care needs.

Nursery managers and practitioners present themselves as good role models for the children and have high expectations of them. They actively use tools that are available to them, for example, the communication assessment tool, used to help children to meet their full potential in this area while attending the nursery. Although, children do not

always have access to note books, paper and different mark making resources in the role play area, to further extend the opportunities they have for writing. The room leaders and practitioners have a good understanding of the Early Years Foundation Stage. The quality of teaching provides children with a good foundation to support their learning and means that children are supported to make good progress across all seven areas of development. Adult interactions and the use of questioning are both good. This enhances children's opportunity's to develop secure relationships which has a positive impact on their emotional well-being and their language acquisition.

Children are happy, occupied and enjoy their time in the care of the nursery. Practitioners join in children's play offering appropriate encouragement. They encourage younger children to repeat familiar words and to use sounds in their play. Children's personal social and emotional development is given high priority. They make new friends and learn to join in with others, for example, during group craft activities, when using the outside play space, during circle times and when eating meals. Nursery practitioners demonstrate that children with identified special educational needs and/or disabilities, or children with English as a second language are progressing well towards the early learning goals. This is due to the practitioners continuing development of a targeted plan involving other professionals to support them for the child's future learning and development. The nursery is meeting the needs of the local community and is able to offer local families free early education places for eligible two, three and four year olds.

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

Children are settled and secure. The nursery practitioners provide a warm and caring environment where they get to know the children well as individuals. As a result, children develop trusting relationships with the practitioners. The nursery requests detailed information from parents to ensure that they can follow their familiar routines. As a result, children's individual needs are consistently met and their emotional well-being is successfully fostered.

The nursery staff manage behaviour well. Practitioners teach young children about acceptable behaviour. For example, a nursery practitioner models good manners, reiterating 'please' and 'thank you' during a conversation at lunch time and uses lots praise to give encouragement to those children being helpful and cooperative, building their self-esteem. The practitioners are good role models for the children, treating them with respect and kindness. As a result, the children's emotional well-being is supported. There are good standards of hygiene in the nursery, which helps to keep the children healthy and older children are learning how to manage their personal hygiene effectively. For example, children independently manage their personal needs well, such as, washing their hands before eating snack and using the bathroom facilities. The nursery cook has a good understanding of nutrition and healthy eating. Menus are displayed for parents to view on a daily basis. Children are encouraged to sit at the table for their meals, and this enhances their development within their personal and social skills. Children know they can access their drinks whenever they are thirsty, which ensures they remain well hydrated and comfortable. Children display good behaviour because practitioners are good role models and uses age-appropriate behaviour management skills and techniques to support this.

They consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children are given clear boundaries explanations as to why their behaviour is unacceptable and the impact it could have on others. For example, when a child is throwing soil they are gently reminded that they might get it in another child's eyes and somebody could get hurt.

Children's health and safety is managed well. Practitioners promote children's understanding of risk assessment through simple activities, such as, 'tidy up time', to prevent too many toys being left out and potential trips and falls. Information on the nursery's good practice is shared with parents in policies on safety, illness and accidents. Clear admission information obtained from parents ensures that individual care needs are well met. Children's good health is protected because the nursery encourages children to be physically active. For example, they develop confidence and physical skills when they use challenging large play equipment in the nursery's outside play area. Children are learning about planting and growing their own fresh produce in a newly developed nursery garden. The nursery extends this activity within the indoor environment to enhance children's learning and understanding of the importance of staying healthy.

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

The nursery leaders and managers successfully monitor the educational programmes to ensure that children make good progress. Managers have a good knowledge of the requirements within the Statutory framework for the Early Years Foundation Stage. In order to review and improve nursery practice, managers and practitioners welcome advice offered by local authority development workers. One of their highlighted priorities for improvement is to extend written records of self-evaluation and develop further action plans for future development of the nursery. The nursery also monitors the records they complete for observing and assessing children to ensure they are fully effective in ensuring children make as much progress as they can. Resources meet children's different learning needs effectively and are maintained in a good state of repair. Children's welfare is safeguarded as the management team and practitioners have a sound understanding of child protection issues and implements policies and procedures to support awareness. Copies of the nursery's policies and procedures are readily made available to parents. Managers and practitioners have attended child protection training, further protecting children from the risk of harm.

The nursery management team is committed to continuing professional development and have employed staff with different levels of early year's qualifications. In addition, they attend relevant training courses and network with other professionals to share good practice. Managers ensure all staff receives an annual appraisal and verbal supervision. The nursery is developing a more structured approach towards supervision. This will enable the nursery management team to develop and grow the staff's knowledge and enhance their working practice with the children. The nursery implements and operates a safer recruitment process to ensure all adults working with the children and in the nursery are suitable to do so.

The nursery is good at partnership working to secure support for children with identified needs and is clear about working with other professionals to ensure prompt intervention if necessary so children's needs are met. They have close links with parents in most respects. The manager and nursery practitioners have frequent conversations and use a daily room logs and white boards to impart useful information about children's activities and achievements. Parents' views are sought through questionnaires to help support and develop the provision. This good communication between the nursery and parents means that children's care and learning needs are met well. Parents are pleased with the care and learning their children receive at the nursery. The nursery is mindful of the importance of developing links with other providers of the Early Years Foundation Stage. When children enter school, the nursery transfers the children's early years profiles. They also accompany children during visits to help them with their move to school. Therefore, children receive the consistent support they need to complement their learning and development in readiness for their further education.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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	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>	226971
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	876458
<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>	40
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Elizabeth Garner
<b>Date of previous inspection</b>	09/12/2008
<b>Telephone number</b>	0116 2883030

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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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