

Market Bosworth Day Nursery

7 Barton Road, Market Bosworth, Nuneaton, Warwickshire, CV13 0LQ

Inspection date	09/12/2014
Previous inspection date	21/07/2014

The quality and standards of the early years provision	This inspection:	
	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

- The warm and positive relationships between staff and children help children to settle in quickly and feel confident at the setting.
- Children make good progress because staff record detailed observations of their activities and use the information to plan focused next steps in their learning.
- Staff are knowledgeable about, and meet, the safeguarding and welfare requirements. This promotes children's safety as they move comfortably around the nursery, inside and outdoors.
- The staff team have worked hard since the last inspection, positively addressing the actions raised. They are committed and enthusiastic about developing the service further. Management involve parents and staff in evaluating the strengths and areas for development of the provision. This involvement enables them to identify plans for future continuous improvement effectively.

It is not yet outstanding because

- Occasionally staff are overly directive during activities and do not always extend children's learning by allowing them to complete activities as they choose, to enable them to play and explore freely.
- Staff have not implemented effective strategies to encourage all parents to regularly contribute to their children's learning and development, or to share information about their achievements at home, to establish a shared approach to children's 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 made observations of children and staff interactions in both playrooms and the garden areas.
- The inspector had discussions with the owner, manager, staff and children throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector sampled documentation including children's records, planning, policies and procedures.
- The inspector checked evidence of suitability and qualifications of all staff working with the children.
- The inspector took into account the views of parents spoken to on the day and from their responses to questionnaires supplied by the manager.

Inspector

Trisha Turney

Full report

Information about the setting

Market Bosworth Day Nursery is one of three nurseries run by the provider. It was registered in 2002 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from the ground floor of a house in Market Bosworth, Leicestershire. Children have access to an enclosed outdoor play area. There are currently 24 children on roll, of whom 22 are in the early years age range. The nursery is in receipt of funding for the provision of early years education for three- and four-year-olds. It is open each weekday, from 7.30am to 6pm, for 51 weeks of the year, closing for one week at Christmas. The nursery also provides a before and after school service and holiday club. There are six members of staff employed. One holds an early years qualification at level 5 and four hold level 3. 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:

- develop staff's teaching methods and practice, so that all staff are less directive and have a clear knowledge of the characteristics of effect learning, to enable children to play and explore freely
- extend opportunities to enable parents to regularly contribute observations of their child's learning and development, for example, by encouraging them to share information about achievements and special events at home.

Inspection judgements

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

Staff have a good understanding of how to meet children's needs and promote their learning and development. They capably implement an effective planning, observation and assessment system. The children's key person seeks useful information from the parents so that they know each child's abilities when they first start at the setting. This enables them to plan the environment and activities to help children settle and support their individual learning. Staff make good, regular observations of children's achievements and record these with photographs to illustrate and monitor children's progress. This helps the staff track children's development and learning through detailed and regularly completed assessments. They quickly identify any gaps in children's leaning and intervene to make sure children catch up. Staff provide an exciting educational programme, enabling children to benefit from planned activities and through exploring the available resources. As a result, all children make good progress in their learning and development.

Babies have particularly warm and caring relationships with their key person, who knows them extremely well. Staff talk and sing to them constantly, promoting their understanding of language. Babies develop their physical skills as they crawl, walk and pull themselves up on furniture. They develop their hand-to-eye coordination as they grasp crayons and make marks on paper. Children are eager to try new skills and persevere so that they continually improve these. For example, children balance on wooden planks demonstrating their technique and coordination. Staff provide positive praise so that children are pleased with their achievements and want to keep trying. Staff encourage children to do as much as they can for themselves, providing just the right amount of support to enable them to succeed. Counting skills are reinforced daily and children show confidence in counting fluently past the number ten. Children enjoy participating in creative activities where they can develop their small muscle control through cutting out, and using a range of media including scissors, glue, paints, glitter and crayons. Staff are skilled at varying the levels of support according to children's needs. For example, staff help children steady paper so they can cut, and as children gain mastery of scissor skills they offer verbal suggestions to help. These activities help children gain the practical skills they need for the next stage in learning. However, occasionally staff over direct children during activities. Consequently, children are not always able to play and explore freely and some learning opportunities are missed.

Parents and key staff meet to discuss assessments, including the required progress check for children aged between two and three years, as appropriate. Parents' comments about the nursery are supportive and positive. There is constant communication, and parents report they feel well informed about their children's progress and daily activities. However, staff have not established effective methods to encourage all parents to play a full and active role in their child's ongoing learning, such as sharing information about their achievements or special events at home.

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

Children enter the nursery happily and settle readily to play. They respond easily to the calm, reassuring approach given by staff. This actively helps children feel secure and relaxed in their care. The effective key-person system and small staff team mean there is a good level of adult attention and interaction, which helps to ensure that all children feel secure and settle well. Children form positive and trusting relationships because staff take time to get to know them and their families. Staff have a thorough knowledge of children's individual likes, dislikes and care needs. Initial observations, prior to children officially starting in the setting, and information which parents provide all enhance staff knowledge.

Staff teach children how to keep themselves healthy and safe through meaningful activities. For example, they talk to children about washing their hands before eating. Staff explain why this is important and children know it helps them to get rid of germs. They discuss how too much sugar can damage teeth and lead to a visit to the dentist. Staff create a culture where children's independence and achievement are highly valued. For example, children serve their own food at lunchtime and clear their plates away when they have finished. Staff give children lots of praise when they manage to do this independently. This promotes children's self-esteem, well-being and independence

because they feel confident and motivated. Staff promote children's independence further through teaching children about risk. For example, during creative activities, children learn to use scissors carefully to cut materials for their pictures. As a result, they receive good support to develop emotional and physical skills in readiness for school. Transfer arrangements to new settings or schools are organised well, and staff help to prepare the children emotionally for transfer by inviting teachers to visit children in the nursery.

Staff provide children with a good range of resources and a welcoming environment, both indoors and out. Children enjoy lots of fresh air and exercise during outdoor activities, making use of natural resources, such as picking apples and using them in cooking. They explore the garden freely and confidently, following their own interests using the available equipment, such as playing in the mud kitchen or balancing on the obstacle course. The environment supports children's development well in all areas of learning. Staff are good role models to children and, consequently, support their social skills well, which helps children form friendships. Staff deploy themselves well and are always available to provide extra support to achieve positive behaviour when required. Staff do this well and follow agreed strategies to help teach children about what is acceptable behaviour and how to keep themselves safe. This promotes a consistent approach across the staff team so children understand expectations. Staff implement robust safety procedures to help safeguard children at the setting. Risk assessments and daily health and safety checklists help them to monitor the suitability of the premises.

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

The nursery has made good progress since the last inspection and close attention has been given to improvements in all aspects of the provision. The manager took over just prior to the last inspection and immediately put an action plan in place to improve outcomes for children. She benefits from the full support of a dedicated and committed staff team. She restructured the staffing roles so that she now has a strong team best suited to their roles. Her main focus was on training for staff to enable them to have a thorough knowledge of how to identify children's next steps and plan for their individual learning. This has helped staff in meeting the actions set at their last inspection. For example, staff have reviewed the overall planning and observation systems. There are now good systems in place to monitor the breadth and quality of the curriculum. This includes the tracking and analysis of children's next stages in learning so that all children make good progress, and staff can identify where children might benefit from the support of other professionals. This has actively helped staff provide purposeful activities that are based on what children need to learn next. Consequently, children make good progress overall in their learning and development.

The manager encourages staff to keep training and extending their knowledge. For example, a member of staff is studying for a foundation degree. The manager spends a lot of her time working directly with the staff and children. As a result, she is an effective mentor and role model and this has a positive impact on the quality of teaching. The manager and deputy constantly monitor new staff and this ensures that children receive good support at all activities. All staff have regular supervision and one-to-one support,

where they receive positive feedback as well as advice on areas for development. A broad range of improvements have been implemented that carefully consider the needs of the children who attend. The manager has updated and reviewed all safeguarding policies and practice since the last inspection and is very thorough in her support of staff. This means that all staff, including new and unqualified staff, have a full understanding of how to implement their knowledge and skills in this area and that this is maintained. The manager tests staff regularly through focused questions during their supervisions, at staff meetings and at other times. All staff are now very clear about how to identify concerns, how to report them and where to find information to support them to do this. Training in child protection has been attended by most staff since the last inspection. Those who have not yet attended this are booked to attend in the very near future. This effectively helps to promote children's welfare.

The manager and staff use the Ofsted self-evaluation form to help them accurately assess their provision. Through team reflection and discussion they celebrate the strengths of the setting and identify future priorities for improvement. For example, future improvements include further staff training on the characteristics of effective learning and enhancing the provision of information and communication technology within the nursery. Parents are involved in the self-evaluation process. Communication is actively encouraged from parents and staff ensure parents' views are valued. This occurs through regular use of parent questionnaires and organised parents' meeting times. Parents state that they are very happy with the care and learning opportunities that their children receive and with how much their children have progressed since starting. This close relationship has a positive impact on children's enjoyment, learning and development. Staff are a supportive team who work successfully with a variety of other professionals and outside agencies when appropriate. This means children receive the support they need and staff further their knowledge and understanding. This collaboration meets children's specific needs and ensures all children make good progress.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY152690
Local authority	Leicestershire
Inspection number	984538
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	22
Number of children on roll	24
Name of provider	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
Date of previous inspection	21/07/2014
Telephone number	01455 290561

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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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