

St Georges Nursery School

St. Georges Nursery, Unit 24, Warren Park Way, Enderby, LEICESTER, LE19 4SA



Inspection date

17 February 2015

Previous inspection date

30 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are extremely well settled and secure at the nursery. They have very close and warm relationships with staff. Children actively seek staff out when they need comforting. Babies confidently attract staff attention when they want support or help.
- Policies, procedures and practice linked to safeguarding and protecting children's welfare are extremely strong.
- Children have access to a wide range of activities and experiences, which, over time cover the seven areas of learning identified in the Early Years Foundation Stage statutory framework. Overall children make good progress in their learning and development.
- Staff carefully ask children questions using appropriate language and allow children to think and respond in their own time. Staff working with babies skilfully model language and use appropriately simple questions and instructions, which babies respond to with increasing understanding.

It is not yet outstanding because:

- Staff one-to-one meetings with managers are relatively new. They do not yet include all the information managers hold about the quality and impact of staff's work so that learning and development needs can be securely identified and supported.
- Managers monitor teaching and learning. However, this is not systematic enough. Observation, assessment and planning for children's learning are inconsistent across the nursery. As a result, some younger children who need extra support do not make rapid enough progress to close gaps in their learning and development.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve staff one-to-one meetings with managers so that they include all the monitoring information available to managers and better inform staff learning and development needs
- make planning for children's learning consistently good across all rooms in the setting so that all children who need extra support make rapid progress
- become more systematic in monitoring the quality of teaching and learning and use the findings more routinely in staff one-to-one meetings.

Inspection activities

- The inspectors observed activities in the seven nursery rooms and the outdoor area.
- The inspectors held meetings with the area manager, nursery manager and nursery deputy manager.
- One inspector carried out a joint observation with the nursery manager.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at planning documentation, evidence of the suitability of staff working with the children, a range of other documentation, including policies and procedures, and children's records.

Inspector

Joanne Mary Smith / Diane Stone

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

There is a good understanding of how well children are progressing in their learning and development both by managers and staff. Staff have a secure understanding of how children learn and they make accurate assessment of children from regular observations of children at play. Planning, based on assessment, is effective in five of the nursery rooms. In two rooms planning does not address identified delays in children's learning swiftly enough. The process also means that children who attend part-time sometimes miss out on learning opportunities relevant to their needs. Teaching methods are well matched to the development needs of the children. Babies are very well supported to communicate. They effectively use their voices to attract staff attention. As children move through the nursery staff expectations of their behaviour and ability to make choices independently increase. By the time they reach the pre-school room they respond very well to changes, join in whole group activities and take responsibility for tidying up when asked to do so.

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

Staff have an excellent understanding of the nursery's policy and procedures for safeguarding and protecting children's welfare. Children's well-being is central to the nursery's work. Staff follow procedures, such as accident recording and monitoring sleeping children meticulously. The nursery environment, both indoors and outdoors, is very well planned. Children can choose what they want to play with from a very good range of high quality resources. Children and parents have strong relationships with staff. When children are moving onto another room in the setting staff work extremely closely with parents to help support them and their child through the change. Children new to nursery rooms are happy and quickly settle with their new key person. In addition, staff work extremely hard to make older children's transition to school as easy as possible. They do this successfully despite children moving on to schools in several different towns and cities. Staff are excellent role models and children behave very well in response to this.

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

Managers have a rigorous and robust recruitment process. New staff benefit from a well-planned induction with regular reviews from which they receive clear written feedback on managers' expectations. One-to-one meetings between managers and staff are recently established. They incorporate some, but not all, of the performance monitoring information managers hold. For example, some observations result in verbal feedback, which is not drawn through to one-to-one meetings and, therefore, is not followed up routinely. Managers monitor the teaching and learning across the nursery. At present this is not systematic, which means that some staff or nursery rooms receive more monitoring than others. Nevertheless, monitoring raised managers' awareness that planning was not effective enough and changes are in process. Inconsistency, however, still exists and this means that for some children who need extra support change is not swift enough.

Setting details

Unique reference number	EY437308
Local authority	Leicestershire
Inspection number	1003610
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	85
Number of children on roll	164
Name of provider	The Childcare Company (Leicester) Limited
Date of previous inspection	30 April 2012
Telephone number	01162849700

St Georges Nursery School was registered in 2004 and operates from purpose-built premises on a business park in the village of Enderby, Leicestershire. It is open for five days a week from 7.30am to 6pm for 51 weeks a year. Out of school care is provided during the school holidays from 8.30am to 5.30pm.

The nursery employs 21 staff, two of them have early years qualification at level 4, 12 at level 3 and two at level 2. The nursery receives funding to provide nursery education for 2-, 3- and 4-year-olds.

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