

The City Nursery Limited

18 Northampton Square, Leicester, Leicestershire, LE1 1PA



Inspection date

1 April 2015

Previous inspection date

15 June 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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		Good	2
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 with special educational needs and/or disabilities, and those who speak English as an additional language, receive timely interventions. This is because staff can easily identify any support they may require. As a result, all children make good progress in relation to their starting points and capabilities.
- Staff supervise children very well and are deployed effectively throughout the day. They place high priority on children's safety and ensure the environment is cleared of hazards at all times. As a result, children develop an awareness of safety and demonstrate this as they play.
- Staff have a good understanding of how to administer first aid. Robust procedures are in place for the reporting and recording of accidents. Consequently, children's safety is continuously monitored.
- Staff are positive role models for children. Routines and boundaries are consistent, so that children know what is expected of them. Consequently, children behave well.
- Children are supported well when they start in the nursery. There is an effective settling-in process, which is flexible and meets the needs of individual children. As a result, children are emotionally ready for their next stage in learning.
- Management and staff continually strive to improve their practice. Staff are well qualified, additional training needs are identified, and regular training is attended. This learning is then implemented in the nursery, which improves the outcomes for all.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge children's literacy development to the fullest.
- Maximise children's progress by enhancing staff practice, for example, introducing peer-on-peer observations, for experienced staff to demonstrate good practice and high-quality teaching to newer staff.

What the setting needs to do to improve further

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

- provide even more opportunities for children to develop their literacy skills, for example, to recognise their name and write letters in the correct formation
- maximise children's progress by enhancing staff practice, for example, introducing peer-on-peer observations, for experienced staff to demonstrate good practice and high-quality teaching to newer staff.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about this provider.
- The inspector toured the nursery and observed learning activities indoors and outside, for all age groups. She spoke to staff and children during these activities.
- The inspector conducted a joint observation and held a meeting with the manager.
- The inspector looked at a range of documentation including the nursery self-evaluation, accident and medication documents, and a range of policies and procedures.
- The inspector checked the qualifications and the suitability of staff working with the children.

Inspector

Tracy Hopkins

Inspection findings

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

The quality of teaching throughout the nursery is good. Staff provide children with an exciting and stimulating environment. There is a successful blend of adult-led and child-initiated experiences. Staff make good use of natural and everyday objects to support children in their learning and development. For example, babies access treasure baskets to explore different textures. Older children explore growth and change by gardening and investigating how the natural world changes with the seasons. Consequently, children are curious, inquisitive and motivated to learn more. This means they are ready for their eventual move to school. Staff engage with children effectively, getting down to their level to play. Children develop good language and communication as staff repeat or rephrase words and sentences. Staff effectively introduce new vocabulary to children while they are engaged in play. For example, children are introduced to new words when stories are shared. However, sometimes older children do not have access to their name cards when they practise writing their names. In addition, staff write children's names on their creations. Therefore, literacy development is not fully maximised.

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

Children are developing a strong understanding of healthy eating. They enjoy a balanced menu of freshly prepared, nutritious snacks and meals. Drinking water is readily accessible. Children are supported in washing their hands after playing outdoors, after using the toilet, and before lunch and snack times. The outside area allows children to learn about their environment. Children exercise as they play with a wide range of outdoor resources. For example, children carefully steer and ride bicycles, balance while walking along a beam, or build with large blocks. This means that children develop physical skills, while learning how exercise supports their overall health and well-being. There are good opportunities for children to develop their understanding of a healthy lifestyle. Staff comfort children when they are tired, and a calm and soothing environment is created when children need to rest.

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

Children's development records include a range of observations, assessments and examples of their work. Staff complete regular progress reports, including the required progress check for children between the age of two and three years. These provide parents with a clear picture of how children's learning is improving and developing over time. As a result, parents are fully aware of their child's development, including their next steps. Staff have a good understanding of their role and responsibility in providing a safe environment for children. Good induction arrangements are in place, alongside effective supervision. This means staff are supported well by the manager, and are provided with regular opportunities to discuss the individual children they care for. However, new staff have not yet had opportunities to identify and share high-quality teaching. Consequently, children's progress is not maximised by staff sharing good practice.

Setting details

Unique reference number	226965
Local authority	Leicester City
Inspection number	1010149
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	160
Number of children on roll	106
Name of provider	The City Nursery Limited
Date of previous inspection	15 June 2011
Telephone number	01162470166

The City Nursery Limited opened in 1980. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3, including one at degree level. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language.

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