

Leicester College Day Nursery



Freemens Park Campus, Aylestone Road, Leicester, Leicestershire, LE2 7LW

Inspection date	23 July 2015
Previous inspection date	21 February 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
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		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The high level of qualified staff together with exceptional teaching practice have a positive impact on the learning experiences this nursery provides for children. Support for children with special educational needs and/or disabilities and those who speak English as an additional language is exceptional.
- The safeguarding of children and the safety of activities and premises are prioritised. Staff fully implement the robust policies and procedures, so that children stay safe. All staff are rigorously vetted to check whether they are suitable to work with children.
- Parents are fully engaged in their children's learning. Staff regularly share what children need to learn next with parents, offering useful suggestions for them to support their learning at home. Parents are highly appreciative of the support offered to them by staff.
- The management and staff have established outstanding relationships with the local school teachers. This enables them to share information to promote consistency of children's care. All children are very well supported in preparation for the next stage in their learning.
- Leadership is inspirational. Staff work very effectively as a team because they are committed to ensuring the well-being of all children and to meeting their needs. They have established excellent working relationships with outside agencies to ensure children get the support they need.
- Staff provide a highly stimulating and exciting range of activities. This enables all children, including those with special educational needs and/or disabilities and children who speak English as an additional language, to make rapid progress 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:

- enable all children to help themselves to the resources they need to express all aspects of their creativity freely.

Inspection activities

- The inspector looked at children's records, planning documentation, evidence of the suitability of staff, safeguarding policies and procedures and a range of other documentation.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector observed staff's interactions and children's play, indoors and outside, and looked at the resources and equipment available for their use.
- The inspector viewed all areas of the nursery.
- The inspector completed a joint observation with one of the early years professionals.

Inspector

Jane Rushby

Inspection findings

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

Staff put a strong focus on children learning through play, exploring their environment and being active. They plan sharply focused activities based on children's interests and stage of development. For example, children enjoy exploring what happens when they mix paint and glue. Children create highly individual and expressive artwork using a vast array of craft resources. However, the storage of resources is not managed as effectively as possible to allow all children to help themselves spontaneously and express their creativity without help. Staff encourage early writing skills through the use of various media and activities that children enjoy. This includes painting and drawing. Staff always make time to sit and speak with children. They model excellent conversational skills, listening with genuine interest to what children say and extending their language through skilful questioning. Children are enthusiastic, independent learners. They are prepared exceptionally well for school. The outdoor area is particularly well resourced. Children have many opportunities to learn about the world around them.

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

Staff have extremely high expectations of children. Children's behaviour is exceptional. They have very good relationships with each other. Their personal, social and emotional development is particularly strong. All children learn about healthy eating and enjoy nutritious lunches and snacks. Children chat happily and develop good manners while patiently waiting for their meal. They are independent as staff teach them to learn to do things for themselves. Children serve their own food at lunchtime. Staff teach children very good hygiene routines. Children are aware when to wash their hands and why. The highly effective key-person system makes a significant contribution towards children forming secure, emotional attachments. Staff provide challenging physical activities that enable children to test out their own capabilities and explore carefully managed risk taking.

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

Staff have a very good understanding of the requirements of the Early Years Foundation Stage and ensure that children's welfare is paramount. Highly effective self-evaluation means that the quality of the service continually improves and evolves to reflect the needs of children and their families. The management recognises training as a way of sustaining the very high quality of teaching. Recruitment procedures are exemplary and a full-induction programme ensures that all staff are aware of their individual roles and responsibilities. Staff keep excellent records of children's learning and complete detailed summaries of their progress on a regular basis. They regularly check each other's written assessments to ensure they are a true reflection of children's abilities. The management observes staff teaching and gives feedback on how they can improve. Partnerships with parents are excellent.

Setting details

Unique reference number	226967
Local authority	Leicester City
Inspection number	854708
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	28
Number of children on roll	26
Name of provider	Leicester College
Date of previous inspection	21 February 2011
Telephone number	0116 2242059

Leicester College Day Nursery was registered in 1993. The nursery employs 13 members of childcare staff. Of these, all are qualified to at least level 3, including two with Early Years Professional status, one at level 5 and one at level 4. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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.

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