

Gables Day Nursery

1324 Melton Road, Syston, LEICESTER, LE7 2EQ



Inspection date

22 July 2015

Previous inspection date

24 July 2013

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 happy and confident. Whether children are starting nursery for the first time, or moving onto another room, very careful attention is paid to how they are settled in. Time is taken to make sure that children, parents and staff know as much as possible about each other, and that everyone clearly understands what is happening.
- The nursery environment is very high quality and thoughtfully planned. The layout, toys and equipment in each room are exceptionally well suited to the developmental needs of the children who use them.
- Children make good progress in their learning and development. When staff identify that a child needs extra support in an area of their development they focus on that area so children are well supported to catch up.
- Knowledgeable staff have a secure understanding of the areas of learning and development they must plan and provide for. They use what they know about the children effectively to create highly relevant activities and experiences. Children are gaining important skills and attitudes that will support them in their future education.

It is not yet outstanding because:

- Occasionally staff do not use group activities, such as story time, well enough to make sure that children are getting the best possible learning experience.
- The quality of teaching varies across the nursery.

What the setting needs to do to improve further

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

- review how group activities are managed so that they effectively engage all children involved in the activity and to maximise the learning that takes place
- use monitoring information to target weaker teaching even more effectively to bring greater consistency and more rapid improvement.

Inspection activities

- The inspectors observed activities in all of the nursery rooms, the holiday playscheme and the outdoor area.
- The inspectors spoke to members of staff and children at appropriate times during the inspection and held meetings with the owner and manager of the provision.
- One inspector carried out a joint observation with the manager.
- The inspectors took account of the views of parents spoken to on the day of the inspection.
- The inspectors looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and other documentation including policies and procedures.

Inspector

Joanne Mary Smith / Mark Evans

Inspection findings

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

Well qualified staff have a secure understanding of how young children learn and develop. They accurately assess children's development and identify clear targets for what they want children to achieve next. Staff take notice of what children are interested in. They spontaneously change planned activities to retain children's interest and capture their imagination. When children showed an interest in making hand and footprints using paint staff provided bottles of paint and an extra large piece of paper on the floor. Two young children used the activity to explore the texture and properties of the paint pouring it out of the bottles and using their whole body to make marks. Children were very ably supported by a staff member who skilfully introduced new vocabulary by modelling actions and talking to the children. Throughout the nursery children are interested in what the staff plan and provide for them. They concentrate on what they are doing and persevere when an activity proves to be challenging for them.

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

Considerable attention is paid to the learning environment for children of all ages, both indoors and outdoors. Toys and equipment are carefully selected to make sure they are safe but also provide challenge and support for children's development. As a result of staff training, children aged between one and two years old now use a wide range of writing and mark making tools, including slim pens, to help them to practise holding and controlling when making marks. Staff keenly monitor where the children use the pens to ensure children do not injure themselves. Older children have excellent opportunities to learn about keeping themselves and others safe, and how to stay healthy. They attended specially designed first aid training and learned how to call the emergency services and what to do if their parents are injured. They have also learned all about dental health from a visiting dentist. Children behave exceptionally well and understand consistently applied expectations of staff. Children have very strong bonds with their key person at nursery.

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

Leaders and managers have robust procedures in place to ensure that they meet the requirements of the Early Years Foundation Stage. They have a secure understanding of the quality of the nursery and make clear and realistic plans for improvement. A recent innovation at the nursery is the introduction of an electronic learning journey system. Parents greatly appreciate the instant access they have to pictures and staff observation records of their children. They know exactly what the nursery is working on with their child and can, if they choose, add to their child's learning journey with achievements from home. Information gained by managers from observing staff and tracking children's progress is used effectively in one to one meetings to plan for staff's learning and development needs. Staff have a secure understanding of the policies and procedures in place to safeguard and protect children's well-being and are alert to the indicators that a child may be at risk of harm.

Setting details

Unique reference number	EY445957
Local authority	Leicestershire
Inspection number	1003813
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 10
Total number of places	99
Number of children on roll	274
Name of provider	The Gables Day Nursery Ltd
Date of previous inspection	24 July 2013
Telephone number	01162607272

Gables Day Nursery was registered in 2012. It is privately owned and situated in purpose-built premises in Syston, Leicestershire. The nursery is open Monday to Friday all year round from 8am until 6pm. The nursery provides funded early education for two-, three-, and four-year-old children. The nursery employs 29 members of childcare staff, all of whom hold appropriate early years qualification at level 2 or 3. The nursery manager holds a foundation degree in early years.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

