

Loughborough Campus Nursery

Ashby Road, Loughborough, Leicestershire, LE11 3TE



Inspection date

Previous inspection date

30 July 2015

13 February 2009

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

- The quality of teaching is consistently very good and some is outstanding. Staff effectively plan activities that arise from children's individual interests and learning needs. Consequently, all children make good progress given their starting points.
- Well-qualified and very experienced staff demonstrate an in-depth knowledge and understanding of how children learn and develop. They provide inspiring learning experiences that motivate children indoors. In addition, children love to play in and explore the vibrant and naturally resourced outdoor play areas.
- All children, including those who speak English as an additional language, develop good language skills. All staff are trained in how best to help children to communicate. In addition, staff support children's speaking skills by using signs and symbols.
- Successful partnerships with parents and carers create a nursery atmosphere in which children develop secure emotional attachments with staff and their friends. All individuals celebrate children's achievements both at home and at nursery, which boosts children's confidence and gives them a strong sense of belonging.
- The management team, room leaders, and all staff demonstrate high expectations for children. Strong improvement plans are in place that continue to raise children's achievements.

It is not yet outstanding because:

- Staff have not fully considered how the planning of small-group activities can provide additional support or challenge further children with similar identified next steps in learning.

What the setting needs to do to improve further

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

- consider further how small-group activities can be planned and used within the daily educational programme, so that activities provide children or groups of children with additional learning opportunities that help to extend the already good progress children make.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the lead manager.
- The inspector held a meeting with the lead manager and both assistant managers.
- The inspector spoke with the lead manager, assistant managers, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the nursery's improvement plans.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jacky Kirk

Inspection findings

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

Staff sensitively join in the children's play to provide support and extend their learning. For example, staff help pre-school children to recall their favourite story characters and use their imaginations to create a puppet show. Toddlers demonstrate good thinking skills as they suggest staff use a cup to help move an injured bee off the ground. Children further show care and respect for living things as they look for and talk about the insects they find under logs. Throughout the nursery, children have lots of opportunities to practise their early writing skills using sand, paint and water. Toddlers confidently count in sequence as they play hide and seek. Pre-school children help their friends to roll the correct number of play dough balls to match the corresponding number on the card. Older children know the sound of the letter their own name and their friend's name starts with. Consequently, children are learning valuable skills in preparation for school. Babies demonstrate good understanding as they point to their noses and eyes when snuggling up and looking at books with staff. Babies confidently explore their room and have easy access to a wide range of sensory resources. For example, babies delight in rolling balls of different textures back and forth to staff and their friends.

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

An effective key-person system helps children to settle quickly into the nursery. Staff further support children's emotional well-being when they are ready to make the move between rooms. Staff are excellent role models and help children to develop good personal, social and independence skills. They give children clear guidance about what is acceptable behaviour. As a result, babies learn to gently touch their peers and older children patiently wait to take their turn. All children develop good physical skills. They manage risks relevant to their age as they confidently explore and climb appropriate sized equipment. Older children demonstrate good sportsmanship as they eagerly attempt to long jump further than their friends do.

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

All staff demonstrate clear knowledge of how to protect and safeguard children. The management team ensure staff consistently implement the nursery's policy and procedures, which enables them to meet all the requirements of the Early Years Foundation Stage to a high standard. Management closely monitor staff's assessments of the children's achievements. This highlights any gaps in children's learning. As a result, staff plan small-group activities that provide their key children with any additional support they may require. However, staff do not always make the most of these small-group sessions to provide additional learning opportunities for other children, or groups of children who have similar identified learning needs. Staff work effectively with a range of professionals and other providers who are involved with the children. Parents and students regularly contribute to the nursery's education programme by sharing information about their different cultures, work experiences and talents with the children.

Setting details

Unique reference number	223237
Local authority	Leicestershire
Inspection number	866073
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	102
Number of children on roll	140
Name of provider	Loughborough Students Union Committee
Date of previous inspection	13 February 2009
Telephone number	01509 234126

Loughborough Campus Nursery is set within the grounds of Loughborough University and is managed by the student union. The nursery was registered in 1990. Of the 36 members of staff who work at the nursery, 26 hold relevant qualifications at level 3, two at level 4, three at level 5 and three at level 6. Two members of staff also hold Early Years Teacher Status. The nursery opens from Monday to Friday throughout the year, closing for bank holidays and two weeks at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three-, and four-year-old children.

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