

# Stanhope Day Nursery Ltd

114 Regent Road, Leicester, Leicestershire, LE1 7LT



## Inspection date

6 August 2015

## Previous inspection date

25 January 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good. Staff plan a wide range of activities that promote learning based on children's individual needs and interests. As a result, children make good progress.
- Parents highly praise the quality of care and learning their children receive at nursery. An effective two-way flow of information ensures parents are consistently involved in their children's development. As a result, children feel safe and secure, and are well supported by all those involved in their care.
- Staff demonstrate a good understanding of how to protect and safeguard children. The management team have a sound knowledge of the Early Years Foundation Stage and ensure all staff implement the requirements to a very good standard. Safe recruitment procedures are in place to ensure all staff are suitable to work with children.
- Effective partnerships with other professionals and external agencies ensure children with special educational needs and/or disabilities get any additional support they may require.

### It is not yet outstanding because:

- Methods of checking staff performance are not used to their full advantage in order to help staff build on and strengthen their already good teaching practice.
- Daily routines, such as snack times, interrupt children when they are engrossed in their play.
- Staff do not make the best use of the information gained from analysing children's assessments.

## What the setting needs to do to improve further

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

- develop the methods of monitoring staff performance and focus sharply on the strengths and weakness of staff teaching practices, to further raise the already good standard of teaching
- review the organisation of daily routines so children's active play, learning and concentration is not interrupted
- reflect on how the information gained from the monitoring of children's achievements can be used more effectively, to provide groups of children with similar identified needs with any additional support they may require.

### Inspection activities

- The inspector observed activities in the four playrooms and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the nominated person and manager of the nursery.
- The inspector spoke with the nominated person, manager, 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 self-evaluation form and 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**

Well-qualified staff demonstrate a good understanding of how children learn and develop. All children love to play together in the well-resourced and spacious outdoor garden. This helps children develop good social skills as they play cooperatively with their friends, initiating and developing their own ideas. Children demonstrate very good physical skills. For example, they confidently draw lines in chalk along the garden path and climb under and over play equipment in order to make a trail for their friends to follow. Staff engage children in meaningful conversation and use additional strategies, such as visual timetables to help support children's communication skills. Consequently, all children, including those who speak English as an additional language, develop good speaking and listening skills. Babies show inquisitiveness and practise their standing skills when looking for objects staff have playfully hidden. Toddlers use their whole bodies as they explore textured, natural and shiny objects. Older children confidently say the initial letter of words and know that joining letter sounds together makes new sounds. In addition, older children demonstrate very good counting skills. Some can easily count numbers up to 40 and beyond and identify numbers that are missing. Consequently, children are very well prepared for school.

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

Staff provide a homely and welcoming environment. Children develop secure attachments with their key person and have good relationships with all staff involved in their care. Consequently, children are emotionally well supported when moving rooms within the nursery. Children enjoy healthy snacks and meals, which promote their good health. Children are very well mannered. They hold open doors for each other and politely say thank you as they pass through. However, the formal daily routines, such as children coming together for group snack, sometimes take too long. This interrupts some children who are deeply involved in their chosen play activity, resulting in an occasional lapse in some of the children's normally very good behaviour.

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

Management encourage and support staff to develop and improve their childcare knowledge. For example, leadership and management training equip staff with the necessary skills to become room leaders. Additionally, baby development courses help staff to further help babies develop their good physical skills. Managers observe staff practice to ensure consistent quality of care. However, they do not use these observations as well as possible to help staff further raise the quality of their teaching. Effective methods of observation and gathering information about children's achievements ensure any gaps in children's learning are identified. This enables staff to put additional support strategies in place where needed. However, staff do not use this information to full effect in order to plan additional activities that will support groups of children with similar identified gaps in their learning.

## Setting details

<b>Unique reference number</b>	EY284247
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	861179
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Stanhope House Day Nursery Limited
<b>Date of previous inspection</b>	25 January 2011
<b>Telephone number</b>	0116 2554277

Stanhope Day Nursery Ltd is privately owned and was registered in 2004. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and one at level 6. One member of staff also holds Early Years Professional status. The nursery opens from Monday to Friday, throughout the year, closing for bank holidays, four days at Easter and one week at Christmas. Sessions are from 8.15am until 5.45pm. The nursery provides funded early education for three- and four-year-old children.

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