

# Smisby Day Nursery

Main Street,, Smisby, Ashby-de-la-Zouch, Leicestershire, LE65 2TY



## Inspection date

26 August 2015

Previous inspection date

3 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Teaching is inconsistent. Some activities that help younger children to develop their communication and language skills lack challenge. Therefore, some children are not helped to make the best progress in this area of their learning.
- Staff do not consistently use the information from observation and assessment to plan challenging activities that are well matched to children's different abilities.
- Some staff do not know about the decisions made by the key person to promote all children's individual learning. As a result, children are not consistently helped to make good progress towards the next stage in their learning.

### It has the following strengths

- Children enjoy playing and exploring the wide range of stimulating play resources both indoors and outside.
- Staff are strongly focused on keeping children safe and protecting their welfare. Children are settled and enjoy attending this friendly and relaxed nursery.
- Leaders, managers and staff are motivated and demonstrate a strong commitment to developing their practice and the experiences provided for children. They work very well with parents, carers and other agencies to understand and meet children's needs appropriately.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching to ensure staff consistently challenge all children to make good progress in their communication and language development
- use the information from observation and assessment to plan challenging activities that help all children make good progress in all areas of their learning and development.

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

- improve the sharing of information so that all staff are well informed of the decisions made by the key person, about how to promote individual children's learning.

### Inspection activities

- The inspector observed activities indoors and outdoors, and carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and meetings were held with the directors and manager of the nursery.
- The inspector took account of the views of parents and carers gathered as part of the nursery's self-evaluation, and from those spoken to on the day of the inspection.
- The inspector looked at children's records and planning documentation, and checked evidence of the suitability of staff working in the nursery and a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Dianne Adams

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Teaching is variable. The key person works in partnership with parents to observe and assess what children can and cannot do. However, this information is not shared with the whole staff team or used to fully promote children's learning. Consequently, some activities lack challenge. In particular, some younger children are not always helped by staff to fully extend their vocabulary. All children are developing some mathematical skills. Staff are focused on helping children to see, hear and use numbers, size and shape in their play. Younger children develop some of their physical skills as they move their bodies to music. They learn the similarities and differences that distinguish them from others as, for example, they observe their images in mirrors. Babies enjoy looking at photographs of their families in photo books. Staff encourage all children to initiate their own play and follow their own interests. Children generally learn about the world around them as they seek insects in the garden and pick apples from trees. Older children talk about different occupations as they watch builders lay bricks to extend the nursery building.

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

Parents and carers comment on how the friendly staff team develop strong relationships with children and their families. Staff take time to find out children's individual routines, which they follow in the nursery. This helps children to settle well and to feel safe and secure. Parents particularly like the interesting outdoor play areas where all children enjoy fresh air and exercise every day. Planned time outdoors enables children of different ages to interact with each other and learn to respect their different needs. Children's health and well-being are further supported at mealtimes. They enjoy nutritious, home-made dishes at lunchtime and snacks of fruit. Alternatives are provided to meet children's individual dietary needs and to ensure all children are fully included. Children understand the rules for good behaviour and learn to keep themselves and others safe. They are rewarded by staff for taking responsibility for tasks, such as tidying away resources. This develops their independence and self-confidence.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Overall, staff are well qualified. They are supported by leaders and managers who aspire to improve the quality of the nursery, with guidance from the local authority. Through their monitoring, children's learning for mathematics has improved. However, action has not been swift enough to address weaknesses in all areas of teaching and children's learning. All staff demonstrate a strong understanding of their responsibility to protect and safeguard children. They attend regular safeguarding training, which helps them to gain a deeper knowledge and understanding of child protection issues. Risk assessments are thorough and leaders and managers follow robust recruitment and vetting procedures. They check that all adults are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY280477
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	861050
<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>	50
<b>Number of children on roll</b>	55
<b>Name of provider</b>	Smisby Day Nursery Limited
<b>Date of previous inspection</b>	3 November 2011
<b>Telephone number</b>	01530 416279

Smisby Day Nursery was registered in 2004. It is one of two settings run by Smisby Day Nursery Limited. The nursery employs 18 members of childcare staff. Of these, one member of staff has Early Years Professional status, four hold appropriate early years qualifications at level 5, nine hold level 3 qualifications and one holds a level 2 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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