

Robjohn Nursery School

Robjohn Nursery, Robjohn Hall, School Lane, Narborough, LEICESTER, LE19 2GS



Inspection date

30 October 2015

Previous inspection date

17 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good understanding of the individual needs of the children. They observe, assess and plan for each child, taking account of their interests and the information gathered from parents.
- Children enter a welcoming and stimulating environment. Resources capture children's interests and they settle quickly into their chosen activity.
- Children's personal, social and emotional development is supported well. They learn to negotiate through play, to share and take turns. Children receive lots of praise and encouragement, and behaviour is good.
- Leadership and management are effective in evaluating practice. Since the last inspection, the manager and staff have reflected on their own practice and taken account of the views of parents. This, alongside the support of the local authority advisory team, has enabled them to identify areas for development and make improvements.
- Partnerships between parents and staff are strong. Parents speak highly of the care their children receive and have regular opportunities to share information about their child's learning and development at home.

It is not yet outstanding because:

- Existing partnerships with other early years providers are not sufficiently developed to complement children's learning to fully maximise the progress they make.

What the setting needs to do to improve further

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

- strengthen partnership working with other early years settings, so that children fully benefit from a shared understanding and common approach to complementing and supporting their progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at a selection of children's records and planning documentation.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Tracey Boland

Inspection findings

Effectiveness of the leadership and management is good

The management and staff are well qualified and have a good understanding of the Early Years Foundation Stage. Since the last inspection, the manager has implemented a clear process for the supervision and appraisal of staff. Peer observations have been introduced and staff have undertaken professional development to enhance their knowledge and skills. The arrangements for safeguarding are effective. Recruitment, selection and vetting procedures for staff are thorough. Records reflect the ongoing professional development of all staff. Relationships with parents are strong. The manager and staff actively seek the views of parents. These are used to clearly identify particular strengths in practice and areas for development. Newsletters inform parents of any changes, forthcoming events and ideas for supporting their child's learning at home. The nursery has made some links with other early years settings where children attend.

Quality of teaching, learning and assessment is good

Children enter a vibrant and welcoming environment. Staff use their knowledge of the children, their interests and learning needs to provide a wide variety of resources and activities that immediately captures their interest. Staff complete detailed observations and assessments of children, and evaluate and plan for the next steps in their learning. Staff encourage children's communication skills well. They have developed their own practice of asking children questions, giving them time to think and formulate their reply before they respond. Children explore their senses through a variety of materials and experiences. They search for different objects in jelly, scoop, mould and build with sand and use paint to make marks. Children are encouraged to link letters and sounds and older children register their attendance at nursery using their name cards. A wealth of role-play resources reflect familiar experiences for children. They enjoy using dough to make cakes and different food for their friends and staff, and recall the times they have made cakes at home.

Personal development, behaviour and welfare are good

Staff value children as unique individuals and gather key information from parents during their gradual introduction into the nursery. Clear relationships develop between staff, children and their parents. This supports continuity in their care and development. Children enjoy spending time outdoors in the local community. They explore the natural world during walks in the local area. Snack times are successfully used to promote the children's social development and good manners. Children behave well. Staff encourage and support children to negotiate through play. Children spend time outdoors in the fresh air. They use a variety of resources and equipment, developing their confidence, coordination and balance.

Outcomes for children are good

All children make good progress in relation to their starting points. They are supported by staff to develop their all-round skills in preparation for the move to school. Children are learning to be independent in their personal care. They enjoy being active and spend time outdoors building their physical skills.

Setting details

Unique reference number	EY464751
Local authority	Leicestershire
Inspection number	999316
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	60
Number of children on roll	52
Name of provider	Linda Joan Wenlock
Date of previous inspection	17 November 2014
Telephone number	07793154810

Robjohn Nursery School was re-registered in 2013. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday, term time only. Sessions are from 8.50am until 12 noon. The nursery provides funded early education for three- and four-year-old children. It supports disabled children and those with special educational needs.

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