

Quorn Nursery School

Church Lane, Quorn, LOUGHBOROUGH, Leicestershire, LE12 8DP



Inspection date

3 December 2015

Previous inspection date

4 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Managers and staff use reflective practice effectively to drive forward improvements. They have successfully addressed the actions and recommendations raised at the last inspection.
- Staff complete regular observations and assessments of the children. They use this information, along with children's interests, to provide activities and experiences to motivate and engage children in their learning.
- The quality of teaching is consistently good. Staff know the children well and plan according to their individual stage of learning. Therefore, all children are challenged effectively and make good progress in relation to their starting points.
- Children form good bonds with the kind, caring and approachable staff. This helps them feel safe and secure. Children are confident to explore and form friendships with their peers.
- Staff identify gaps in children's learning and work well in partnership with parents and other professionals to meet children's additional needs. All children receive appropriate interventions to target any gaps so that they close quickly.

It is not yet outstanding because:

- Staff do not always plan activities in the outdoor play spaces to fully support the learning of children who prefer to be outdoors.
- Staff do not always gather enough detailed information about children's skills and abilities before they start attending. This means they cannot always plan precisely for their individual learning needs from the outset.

What the setting needs to do to improve further

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

- enrich the opportunities outdoors for children who prefer to play and learn outside
- gain more detailed information about what children can already do when they join the nursery school.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector looked at relevant documentation, such as the self-evaluation, policies and procedures. She checked evidence of the suitability of staff working in the nursery school.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have undertaken safeguarding training. They understand child protection procedures and their responsibility to protect children in their care. Staff assess and minimise risks successfully. They implement procedures and practices to support children's health, safety and well-being. Staff are deployed well across all areas to supervise children and meet their individual needs. This enables children to play and learn safely. The manager regularly observes staff's practice in order to discuss strengths and areas for improvement during supervision sessions. Staff are well qualified and experienced. They access regular training, which is improving their knowledge and skills in order to better meet the needs of children. The quality of teaching is good. The manager is involved in the daily practice of the nursery school and is successful in supporting and motivating staff.

Quality of teaching, learning and assessment is good

Staff plan the environment well to help children make good progress across all areas of learning. The good system of observation, assessment and planning for the next steps in children's learning helps to support their development. Staff listen attentively to children as they play and encourage them to talk about what they are doing. This helps to promote young children's communication and language skills. Staff are skilled at extending children's mathematical skills during play. For example, they encourage children to count and identify shapes during activities. Parents are actively involved in their children's learning. They have opportunities to borrow resources and are regularly given ideas for how they can support their child's learning. All children, including those who speak English as an additional language, make good progress because staff have a secure understanding of how children learn. They are motivated and well prepared for school.

Personal development, behaviour and welfare are good

Children are independent learners. They self-select good quality toys and resources that motivate them to learn. Children's personal, social and emotional development are given high priority by staff. They consistently manage children's behaviour well to help them develop an understanding of right and wrong. Children are polite and friendly and are learning to take turns and share. They have plenty of opportunities for fresh air and exercise. Children choose whether they want to play indoors or outdoors. Regular trips into the local community help children to understand about the world around them. Each child has a key person who gets to know them and their family well. Children settle quickly when they first start because parents have the opportunity to join in with the sessions. Staff support children's emotional well-being effectively throughout their time at the nursery school and especially at times of change, such as the move to school.

Outcomes for children are good

All children, including those in receipt of funding, make good progress. Children are developing good self-care skills. They wash their hands, put their own coats on and tidy away resources at the end of the session. Children learn key skills that prepare them well for starting school.

Setting details

Unique reference number	EY453336
Local authority	Leicestershire
Inspection number	1028102
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	32
Number of children on roll	15
Name of provider	Quorn Pre-School Limited
Date of previous inspection	4 March 2013
Telephone number	01509415552

Quorn Nursery School opened in 2005. There are three members of staff employed to work with the children, all of whom hold appropriate early years qualifications at level 3. The nursery school is open Monday to Friday from 9am to 1pm during term time only. An optional lunch club operates between 12 noon and 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

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