

Nanpantan Nursery School

The Old School House, Nanpantan Road, Loughborough, Leicestershire, LE11 3YD



Inspection date

2 December 2015

Previous inspection date

9 November 2011

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

Summary of key findings for parents

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

- The quality of teaching is variable and not enough children make good progress in all areas of learning. Staff do not always plan activities that are suitably challenging or organised effectively to help every child make good progress.
- The systems in place for ongoing staff supervision and monitoring do not focus enough on raising the quality of teaching to the highest level.
- Children's access to the outdoors is not always organised effectively.
- Strategies to engage all parents in supporting and complementing their children's learning at home are not yet fully effective.

It has the following strengths

- Children are happy, confident and secure in this warm and welcoming nursery. The strong attachments staff build with them supports their personal, social and emotional development effectively.
- Staff gently and consistently reinforce children's very positive behaviour. Children show high levels of cooperation, respect and tolerance for others.
- Good links have been established with local schools, outside agencies and other settings children attend. This promotes a shared approach to children's learning and contributes to continuity of care.

What the setting needs to do to improve further

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

	Due Date
■ use planning and assessment systems to ensure that each child is provided with challenging learning experiences in all areas of learning	27/01/2016
■ improve and develop the quality of teaching so that all children benefit from activities that engage and challenge them and help them to move forward in their learning.	27/01/2016

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

- sharpen the process for the supervision and monitoring of staff to ensure that gaps are quickly noted and addressed to improve children's learning and development
- strengthen the provision for outdoor play opportunities, in order to enable children to make choices about where they wish to play
- build on the current arrangements with parents to support a more consistent approach to children's learning between the nursery and home.

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.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector
Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff have a suitable understanding of the Early Years Foundation Stage requirements and, generally, implement them appropriately. Following a difficult period of change, the manager now has an accurate overview of the nursery at this time. Both she and her staff team demonstrate a positive desire to improve the overall quality of teaching and the achievements of all children. Safeguarding is effective. Staff show a secure understanding of how to protect and safeguard children. They fully understand their roles and responsibilities. The welfare of the children is well promoted. The manager has developed an appraisal and monitoring system to analyse the quality of teaching and identify staff's training needs. However, this has yet to be rooted in practice to identify gaps in teaching or enhance staff's professional development.

Quality of teaching, learning and assessment requires improvement

Children enjoy playing and learning at nursery, although sometimes the standard of teaching is variable amongst the staff team. Some planning for individual children's next steps in learning is not accurate enough to promote development effectively. However, children enjoy their time at the nursery and do become engaged in the opportunities offered to them. They explore the patterns that the glitter makes as they decorate paper, commenting on the light making it sparkle. Children love decorating the Christmas tree. They place the balls and tinsel carefully. They view their efforts and comment on how hard they have worked. Their language skills develop well as they talk on the pretend telephone and take on defined roles in their play. Older children develop good mathematics and literacy skills. They recognise their names, begin to form letters, count and work out how many cups are required at snack time. Parents contribute information to support their children's initial learning in the nursery. Staff use this to ensure activities offered support children's skills. However, parents are not always encouraged to be more involved in supporting their children's learning at home.

Personal development, behaviour and welfare require improvement

Children settle quickly and confidently leave their parents as they enter the nursery. Staff deploy themselves well throughout the playroom and outdoors to keep children safe. This provides them with any support they may need. Children have formed secure attachments with their key person. Staff know their key children well and respond attentively to their needs. Children independently take themselves to the toilet or to wash their hands when needed, supporting their self-care skills. Children develop healthy lifestyles. They enjoy nutritious snacks and talk about the effect running has on their bodies. However, children who prefer to play and learn outdoors are not always offered consistent opportunities to do this.

Outcomes for children require improvement

Children, including those in receipt of funding, learn basic skills needed to support them in readiness for the move on to school. However, the quality of teaching and planning requires improvement, so that children are helped to make good, or better, progress.

Setting details

Unique reference number	EY354437
Local authority	Leicestershire
Inspection number	863381
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	46
Name of provider	Nanpantan Nursery School Limited
Date of previous inspection	9 November 2011
Telephone number	01509 239203

Nanpantan Nursery School opened in 1968 and re-registered as a Ltd company in 2007. The nursery employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, term-time only. Sessions are from 9am until 12.15pm, 12.30pm until 4pm or 9am until 4pm. The nursery provides funded early education for three- and four-year-old children.

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