

Early Learners' Nursery School

78 Uppingham Road, Leicester, LE5 0QE



Inspection date

14 December 2015

Previous inspection date

20 February 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

- Well-qualified staff know how to promote children's learning and development. Teaching is of a consistently high standard. Staff securely know the children's different abilities. They provide a wide range of stimulating activities that consistently challenges them.
- Children are happy and enjoy their time at the nursery. They develop close relationships with staff who spend time getting to know them well. Staff are calm, attentive and respond well to children's interests and needs.
- The health and safety of children and staff are given high priority as regular, thorough checks of the setting are completed.
- Children develop a positive awareness of similarities and differences in society as they have regular opportunities to learn about the diverse world in which they live.
- The enthusiastic management team has been proactive in driving improvements forward. Good teamwork along with advice and support from the local authority has helped to raise the overall quality of the nursery.

It is not yet outstanding because:

- Staff sometimes do not give children enough time to consider and respond to questions.
- Occasionally, children are not able to become deeply engaged in their learning. Care routines, such as handwashing and getting ready for outdoor play, take too long.
- Staff do not yet share precise information with parents about how they can further support their children's learning at home.

What the setting needs to do to improve further

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

- make best use of all opportunities for children to develop, improve and use their thinking skills
- provide more opportunities that enable children to become deeply engaged in their learning
- foster a more collaborative approach with parents and help them to guide their child's learning at 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 spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the deputy nursery manager.
- The inspector held a meeting with the management team. She 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 small selection of parents and committee members during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure understanding of the signs and symptoms of abuse and how to report their concerns. The management team has effective systems in place for the supervision and monitoring of staff performance. The qualified teacher in the nursery has reviewed the planning of activities for the children. This has improved the systems used for identifying children's next steps, in order to be more precise and targeted. Regular training and the sharing of good practice help all staff to improve their teaching practice. The manager monitors the learning of all children in the nursery. She identifies any gaps in their learning. Disabled children and those with special educational needs are swiftly identified. Staff work well with parents and other agencies to meet their individual needs.

Quality of teaching, learning and assessment is good

Staff's knowledge of what children know and can do is accurate. They regularly observe children as they play, and plan effectively for their next steps in learning. Consequently, children make good progress. They are enthusiastic and readily engage in activities and opportunities offered to them. Children confidently investigate a wide variety of resources that inspires creativity. They develop their problem-solving skills as they work out if glue or staples would be best in holding card together. This enables children to take the lead in their play and follow their own ideas. Staff in the baby room are enthusiastic and responsive to children's needs. They copy words and sounds that babies make and sing songs which children readily join in with. Babies enjoy pressing buttons on toys, exploring how to make them work. Staff teach children about shape, size and number, building on their growing mathematical understanding. They skilfully weave in opportunities to encourage children to count. For example, older children skilfully count backwards to identify how many sleeps they have until Christmas. Children have opportunities to experiment with different levels of noise as they take turns with their friends to bang the drum and then shake the bell.

Personal development, behaviour and welfare are good

Children demonstrate they feel safe and secure. Young children particularly enjoy hugs and reassurance from staff when feeling tired or unsure after returning from time away. Children are learning how to behave and respect others through sensitive reminders provided by staff. They are encouraged to share and take turns as they play alongside each other. Children have ample opportunities to enjoy a healthy lifestyle. Meals are nutritious and freshly made, and children's dietary requirements are met. Children's physical skills are supported well. They build a large structure using crates and wood. They take well-supervised risks as they climb and clamber at different heights.

Outcomes for children are good

Children make steady progress from their starting points. They demonstrate good self-help skills as they manage care practices independently, pour their own drinks and clear their plates away once they have finished their food. They are gaining the essential skills they require in readiness for school.

Setting details

Unique reference number	EY410668
Local authority	Leicester City
Inspection number	1028009
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	64
Number of children on roll	20
Name of provider	L E Associates (UK) Limited
Date of previous inspection	20 February 2013
Telephone number	0116 2763377

Early Learners' Nursery School opened in 2010. There are 10 members of childcare staff. Of these, eight hold appropriate early years qualifications including one at a level 2, six at level 3 and one with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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