

Ibstock Day Nursery and Family Centre



Ibstock Community College, Central Avenue, IBSTOCK, Leicestershire, LE67 6NE

Inspection date 16 December 2015
Previous inspection date 9 April 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

- Teaching is good. Well-qualified staff have good knowledge of how children learn and develop. They accurately assess and monitor children's achievements. This helps them to plan activities that interest children and support their individual next steps in learning.
- The highly qualified and very experienced special educational needs coordinator has established very successful relationships with other childcare professionals. Disabled children and those with special educational needs receive excellent, individualised support.
- Staff work very well with parents to establish a warm, caring environment where children thrive. Children are motivated learners who listen well to adults and each other. They demonstrate that they feel safe and secure. They enjoy close relationships with their key persons.
- Staff talk to children in a calm and respectful manner. They help children to understand how to make friends and manage their own feelings. Children behave very well.

It is not yet outstanding because:

- Methods for checking on staff performance are not embedded well enough to raise the quality of teaching to exceptional levels.
- Systems for analysing the progress made by different groups of children are still being developed.
- Staff are not consistent in gaining information from all parents about their children's achievements at home to fully inform their plans for children's next steps in learning.

What the setting needs to do to improve further

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

- strengthen the supervision procedures in place for all staff and increase the potential to drive the good quality of teaching even higher
- build further on arrangements for comparing the progress made by different groups of children and checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels
- strengthen opportunities for all parents to contribute information about their children's achievements at home and use this information to further promote children's next steps in learning.

Inspection activities

- The inspector observed the quality of teaching in the baby, toddler, and pre-school rooms and saw the impact this has on children's learning. She also observed the after-school session.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the nominated person and manager of the nursery.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the nursery's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The newly appointed provider and manager demonstrate an ambitious drive to maintain the highest levels of achievement for all children. They have implemented well-focused improvement plans through engagement with staff, children, and parents. Statutory policies and procedures are implemented to a high standard. The arrangements for safeguarding are effective. Staff are highly trained in identifying the possible signs of abuse and neglect. They know the correct procedures to follow should they have concerns about a child's welfare. Comprehensive procedures are in place to check if staff are suitable to work with children. Staff and apprentices receive good mentoring. Opportunities to attend further training, such as courses in promoting children's communication and language development, are in place. Staff are encouraged to share their new childcare knowledge with their colleagues. This helps staff to improve children's learning and experiences.

Quality of teaching, learning and assessment is good

Parents are kept well informed about their children's progress and are given ideas about how they can support their children's development at home. Staff make precise assessments of children's learning and use this information to plan activities that suitably challenge them. Babies confidently express themselves and show will and determination as they climb the steps and slide down the small slide. Toddlers have good control and active imaginations. They use a variety of kitchen utensils to scoop and pour grated carrot and other raw vegetables as they pretend to make their Christmas dinner. Staff listen perceptively and skilfully question children. They model being a thinker. They help children to use their own thinking skills and work out how to solve problems. Pre-school children proudly announce they have completed a jigsaw. Older children say the sounds letters make as they write their own names. Staff use a variety of resources that helps children learn to count, recognise and add numbers. These early reading and mathematical skills help to prepare children well for their next stages in learning, such as starting school.

Personal development, behaviour and welfare are good

Successful arrangements for sharing information with other settings children attend and move on to are in place. This helps staff to support children's emotional well-being and to provide consistency in their care and learning. The nursery participates in a variety of national strategies aimed at promoting children's health. For example, staff promote children's skills of balance and hand-to-eye coordination through an active programme of physical development. Children also take part in a local authority oral health and teeth-cleaning project. A range of activities within the local community, such as fund raising events, is used to help children learn to respect and celebrate each other's differences.

Outcomes for children are good

Children, including those for whom the setting receives additional funding, are working comfortably within the range of development typical for their age. Where children's starting points are lower than expected, assessments show they are making swift progress and any gaps in their learning are closing.

Setting details

Unique reference number	EY454505
Local authority	Leicestershire
Inspection number	1027946
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 11
Total number of places	70
Number of children on roll	128
Name of provider	Ibstock Community College
Date of previous inspection	9 April 2013
Telephone number	01530 260705

Ibstock Day Nursery and Family Centre re-registered in 2012. It operates from a purpose-built building on the site of Ibstock Community College. The nursery employs 14 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, seven at level 3 and one at level 2. One member of staff also holds a playwork qualification at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. Before- and after-school sessions and a holiday club are also offered for children attending local schools. 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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