

St George's Nursery School

33-37 Wigston Road, Oadby, Leicester, Leicestershire, LE2 5QF



Inspection date

6 January 2016

Previous inspection date

26 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

- The quality of teaching is consistently good. Staff provide children with a range of activities that interests and motivates them.
- The key-person system successfully promotes children's well-being. Highly effective settling-in routines help babies to quickly settle. Children demonstrate they feel safe and secure. Staff prepare children well for the moves they make within the nursery.
- Children are very self-assured. They behave well, have good manners and know what is expected of them. They form secure emotional attachments to staff.
- Staff are effective role models. Children demonstrate good independence skills for their age. For example, toddlers successfully use knives and forks to eat their dinner. They pour their own drinks and tend to their own personal needs well.
- Relationships with schools children move on to are well established. Staff use these links to help them prepare children well for starting school.
- Children's safety is successfully promoted. All staff give high priority to the safeguarding and welfare requirements and implement them to a very high standard.

It is not yet outstanding because:

- Systems for checking on staff performance and professional development are not yet rigorous enough to raise the quality of teaching to exceptional levels.
- Staff do not consistently gain information from all parents about their children's achievements at home, to inform how they plan 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:

- enhance the supervision procedures in place and continue to focus on strengthening professional development for all staff, in order to increase the potential to drive the already good quality of teaching even higher
- strengthen opportunities for all parents to share information about their children's achievements at home, and use this information to further promote children's learning and development.

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 children's play in the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the nursery and area manager of the childcare company.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and planning documentation.
- The inspector checked the evidence of the suitability and qualifications of staff working with the children. She 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 management team demonstrates a strong commitment to improving the levels of achievement for all children. They have worked closely with the local authority early years improvement advisor since their last inspection. A concerted effort by all staff has significantly improved the quality of provision. Arrangements for safeguarding are effective. All staff are highly trained in identifying children who may be at risk of abuse or neglect. They fully understand the procedures to follow should they have concerns about a child's welfare. The manager checks staff's assessments of children's achievements, to ensure they are accurate and that any gaps in their learning are identified. Successful relationships with other childcare professionals help to provide children with the further support they require. The manager effectively monitors groups of children, which helps to ensure all children receive the support they need to achieve.

Quality of teaching, learning and assessment is good

Staff are well qualified. They accurately plan activities that continually meet the individual needs and interests of children. For example, staff quickly respond to the older children's ideas of turning the home corner into a treasure island. Staff regularly speak to parents about the progress their children make. Stay-and-play sessions give parents further ideas of how to support their children's learning at home. Older children share and manage their feelings well. They take turns using glue spreaders to create a large collage of a crocodile. Children offer their own thoughts of how they can look at the bugs in the insect house without hurting them. This shows a healthy concern for living things. Older boys attentively listen to stories. They confidently recall the events and describe the main characters. Babies enjoy using their hands to explore a range of textures, such as wet sand and paint. They draw lines and dots in the paint using their fingers. This promotes their early writing skills well. Older children accurately place number magnets in sequence from one to 10. Furthermore, they correctly link sounds to letters and use this skill to help them spell their own name.

Personal development, behaviour and welfare are good

The purpose-built nursery is bright and welcoming. The outdoor learning environment provides a wealth of opportunities for all children to develop good physical skills of coordination and balance. Older children assertively remind staff to be careful, showing they understand the importance of keeping themselves and others safe. Children learn the importance of good hygiene practices, for example, all children brush their teeth after lunch. Staff meet children's individual dietary needs through healthy, home-cooked meals and snacks. They enjoy meals, such as Polish chicken and Caribbean stew, and discuss them with staff. This helps children learn about and value the diversity of other children's backgrounds and experiences.

Outcomes for children are good

All children, including those who speak English as an additional language, progress well from their different starting points. Children are good communicators and socialise well. These skills help to prepare children well for their next stages in learning.

Setting details

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|------------------------------------|---|
| Unique reference number | 957051 |
| Local authority | Leicestershire |
| Inspection number | 1028245 |
| 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 | 86 |
| Number of children on roll | 96 |
| Name of provider | The Childcare Company (Leicester) Limited |
| Date of previous inspection | 26 April 2013 |
| Telephone number | 0116 2716161 |

St George's Nursery School is privately owned and was registered in 2001. There are currently 14 members of staff working directly with the children. Of these, 12 hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, except for one week over Christmas. Holiday childcare sessions are also available for children up to the age of 10. The nursery provides funded early education for three- and four-year-old children and supports children who speak English as an additional language.

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