

Stork Day Nursery

7 Stoke Road, Hinckley, Leicestershire, LE10 0EA



Inspection date 3 February 2016
Previous inspection date 5 April 2013

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

Summary of key findings for parents

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

- Systems for assessing risk are not as effective as they need to be.
- The quality of teaching is not consistently good. Staff do not always respond to children's interests or extend their language and thinking sufficiently, during children's self-chosen play.
- The learning environment in the pre-school room does not provide enough opportunities for children to develop their early literacy or mathematical skills.

It has the following strengths

- There is a warm atmosphere and strong sense of family throughout the nursery. As a result, children thrive in their emotional well-being and self-confidence.
- Staff encourage the children to be as independent as possible in their self-care skills. All children are supported to try their best and always have a go. This helps to prepare them for school.

What the setting needs to do to improve further

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

- | | Due Date |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| ■ ensure that the nursery's agreed systems for risk assessment are fully implemented and immediate actions taken to rectify any identified risks to the health and safety of adults and children. | 08/02/2016 |

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

- provide more opportunities for children to develop their early letter and word recognition skills and to recognise and use numbers in play activities and everyday routines
- ensure that all staff recognise and develop opportunities to extend children's thinking and concentration during child-led activities.

Inspection activities

- The inspector observed teaching and learning, in each of the rooms and outside.
- The inspector carried out joint observations with the nursery manager.
- The inspector had meetings with the proprietor, manager and spoke informally to staff.
- The inspector spoke to children and looked at records of their development and progress.
- The inspector spoke to parents and took account of their contributions to children's records.
- The inspector looked at a range of documentation including records of planning, policies and procedures and evidence of the suitability of staff.

Inspector
Clare Cossor

Inspection findings

Effectiveness of the leadership and management requires improvement

The new manager has brought stability to the setting following a period of frequent changes in leadership. She has gained the confidence and respect of staff and parents quickly and is working in close partnership with the proprietors to ensure that the nursery continues to improve. Leaders have ensured that suitable systems for staff recruitment and induction are in place and safeguarding is effective. Staff undertake the necessary training in first aid and safeguarding and understand their individual roles and responsibilities. Systems to support the further development of staff have recently been introduced. These include regular observations from senior staff and the identification of targets to improve their work. However, they have not yet had the impact needed to ensure that standards are consistently high enough across the nursery.

Quality of teaching, learning and assessment requires improvement

The quality of planning for teaching has improved since the last inspection. Staff now ensure that children's individual needs and interests are included in daily and weekly plans and for the most part, children enjoy their learning. This is particularly so when children are playing outside. The outdoor area is a stimulating place to be. Staff provide opportunities for the children to grow vegetables and to explore musical, imaginative and investigative activities. However there are occasions, with the toddler and pre-school children, when adults do not pick up on children's fascinations. In these situations, children quickly lose interest and valuable opportunities to develop children's learning are lost. Some adults use too many closed questions too much of the time. As a result, children are not encouraged to think creatively for themselves and their learning and curiosity are frequently not extended.

Personal development, behaviour and welfare are good

All staff understand the emotional needs of young children and ensure that they are well met. Consequently, children thrive in their self-confidence and resilience. Children are happy and self-assured because they feel safe and well cared for. In the toddler room, staff skilfully teach and encourage the children to cut their own fruit and to persevere with other personal tasks, such as finding their wellington boots, drinking independently from beakers and putting hands in sleeves. Children have an extremely well-balanced diet of fresh fruit and vegetables which is prepared in the nursery kitchen. Parents particularly value this aspect of the provision.

Outcomes for children require improvement

Children make steady and in some cases good progress in their development. Parents who spoke to inspectors, were keen to praise how the nursery prepares children for school. Systems for monitoring and recording children's progress are now used consistently by staff. However, not all staff are equally skilled in identifying next steps for learning and as a result are not sufficiently clear about what they are aiming to teach or what they are expecting the children to learn. Leaders do not have a view of the progress of different groups of children in the nursery. Consequently they do not recognise where practice is most or least effective in supporting children's development.

Setting details

Unique reference number	EY240624
Local authority	Leicestershire
Inspection number	1030189
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 - 5
Total number of places	24
Number of children on roll	21
Name of provider	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
Date of previous inspection	5 April 2013
Telephone number	01455 635656

The Stork Day Nursery was registered in 2002. It is situated in purpose-built premises in the Hinckley area of Leicester and is part of a group of three nurseries managed by the same owners. The nursery employs five members of childcare staff. Of these, one holds Early Years Professional Status, two hold an appropriate early years qualification at level 3, one has a qualification at level 2. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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