

St Georges Nursery School (Grace Road)

Grace House, 2 Grace Road, Leicester, Leicestershire, LE2 8AD



Inspection date

2 August 2016

Previous inspection date

14 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

- Teaching throughout the nursery is consistently good. Well-qualified staff have a good understanding of how the age group of children they are working with learn and develop.
- Staff make regular and precise assessments of the progress children make. This helps them to highlight any gaps in their learning. They plan activities that motivate, suitably challenge, and promote children's learning and development well.
- Children are very well behaved and understand what staff expect of them. They are self-assured and exhibit lively characteristics of humour and playfulness. Staff are good role models who promote children's independence skills exceptionally well.
- Staff promote all children's skills in speaking and communication well, including those who speak English as an additional language. They listen carefully to what children say and provide them with explanations to further improve their understanding and learning.

It is not yet outstanding because:

- Systems for analysing the progress made by different groups of children are still being developed.
- Staff do not fully take into consideration the different ways in which children like to learn when planning activities, so that children are highly engaged and have the best possible chance to achieve at the highest level.

What the setting needs to do to improve further

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

- build further on the 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 their highest possible level
- focus more precisely on the different ways in which children like to learn to increase the potential for each child to achieve at their highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager of the nursery.
- The inspector spoke with the managers, staff, and interacted with children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked the evidence of the suitability and qualifications of the staff 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. She also looked at parents' and children's appreciative comments, who have recently left to move on to school, expressed in a wealth of thank you cards and children's pictures.

Inspector

Jacky Kirk

Inspection findings

Effectiveness of the leadership and management is good

The new manager, the nursery leadership team and staff work extremely well together. They demonstrate a committed drive to help all children reach their full potential. The manager has worked in close partnership with the local authority early years advisor. This, as well as implementing well-focused improvement plans through engagement with staff, parents, and children, has helped them to address the actions given at the last inspection. Safeguarding is effective. Staff are well trained in identifying the possible signs of abuse and neglect. They know the correct procedures to follow should they have any concerns about a child's welfare. Comprehensive recruitment and induction procedures are in place. This helps to check staff are suitable to work with children. New staff receive good quality coaching and support from a senior member of staff. Effective methods of checking on staff performance help to improve the quality of their practice. The professional development of staff has a positive impact on improving children's learning.

Quality of teaching, learning and assessment is good

Staff consistently share information with parents about their children's development at home and in the nursery. This helps to ensure all children, including children who have special educational needs or disability, receive consistency in their care and learning. Parents, carers, and children's extended family regularly attend stay-and-play sessions. This boosts children's self-esteem and sense of belonging as they enjoy showing their family members the nursery and what they like doing. Additionally, this gives parents ideas about how they can further support their child's learning at home and helps children learn about people and communities beyond their own experiences.

Personal development, behaviour and welfare are good

Staff are highly skilled at helping children of all ages form secure emotional attachments. They are very sensitive to the individual needs of babies and provide them with a safe and stimulating environment in which to explore. Children are socially and emotionally well prepared for moves within the nursery. Staff promote children's understanding of how to keep themselves safe and healthy. For example, the nursery is involved in a local strategy aimed at promoting children's oral health and hygiene. Older children show lively imaginations and play cooperatively with their friends. They energetically mix mud, water, and leaves together using a range of kitchen tools and implements. They express their thoughts and ideas well, as they tell staff they are making cabbage soup and pavlova.

Outcomes for children are good

All children make good progress given their starting points. Toddlers are confident early readers. They eagerly repeat the phrases from familiar stories and fill in the missing words. Older children set the dinner table and accurately count the number of dinner mats. They show good problem-solving skills as they work out they need three more cups so that every child has one. These key skills help to prepare children well for the next stages in their learning, such as their move on to school.

Setting details

Unique reference number	226987
Local authority	Leicester City
Inspection number	1027904
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 - 8
Total number of places	94
Number of children on roll	76
Name of registered person	The Childcare Company (Leicester) Limited
Registered person unique reference number	RP521314
Date of previous inspection	14 February 2013
Telephone number	0116 2833383

St Georges Nursery School (Grace Road) was registered in 2000 and is situated in the Aylestone area of Leicester. It is part of five nurseries which are privately owned and managed by The Childcare Company (Leicester) Limited. The nursery employs 18 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, 13 at level 3 and two at level 2. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children. It supports children who have special educational needs or disability and those who speak English as an additional language.

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