

St George's Nursery School-Narborough

50 Leicester Road, Narborough, Leicester, LE19 2DF



Inspection date

23 August 2016

Previous inspection date

4 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 manager and staff have taken steps to improve the provision since the last inspection. A safeguarding issue has been comprehensively addressed. As recommended, staff have extended their skills in promoting children's language development and have strengthened the links with local schools.
- Staff use what they know about the children to challenge them effectively in their learning and development. They observe and assess children's progress and planning for future learning is based on a good knowledge of each child and their family.
- Partnerships between staff and parents are effective in ensuring that they work successfully together to meet children's care and learning needs.
- Children are emotionally secure. Relationships between the staff and children are very good.
- Children make good progress in their communication and language development. Young children are supported well as they learn new words and begin to use simple sentences.
- Children practise their good manipulative skills in a variety of different ways.

It is not yet outstanding because:

- Group activities do not consistently capture all children's interests or successfully challenge some children of different ages and mixed abilities.
- Staff miss some openings to extend children's mathematical learning with regard to counting and comparing quantities while they play.

What the setting needs to do to improve further

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

- review some larger-group activities, ensuring more consistent differentiation and challenge for children of different ages and abilities
- extend support for children's mathematical learning with regard to counting and comparing quantities in a meaningful way while they are involved in different activities.

Inspection activities

- The inspector observed the quality of teaching during activities, and assessed the impact this has on children's learning.
- The inspector held meetings with the manager and the company's area manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector completed joint observations with the manager.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are safe and secure and staff are aware of their responsibilities to supervise children. Staff recruitment, selection, vetting and induction procedures are thorough. Staff are aware of their responsibilities to protect children from abuse and neglect. The manager monitors the quality of teaching effectively. Staff practice is regularly observed, and strengths and areas for improvement and training are discussed during supervision meetings. Recent training provided by a representative of the local authority has helped staff to extend their practice in supporting children's language development. Parents share very positive views about the provision, specifically with regard to the progress that their children make.

Quality of teaching, learning and assessment is good

Staff are aware of children's starting points for learning, using information obtained from parents and their own initial assessments. They accurately assess children's level of achievement and plan well for individual learning. All children make good progress in their communication and language development. Staff skilfully interpret the wants and needs of young children as they express themselves through non-verbal communication. Children who speak English as an additional language are supported well. Young children make marks in a variety of ways and older children are developing good pencil control. Babies explore their senses while playing with resources, such as paint and corn flour. Young children are beginning to engage in imaginative role play. For example, they pretend that dolls are babies.

Personal development, behaviour and welfare are good

Children play in a welcoming environment and they are happy and settled. Their good health is promoted well. They eat nutritious food and they are physically active in the outdoor area each day. Physical play equipment challenges children at different stages of development effectively. Children learn to manage their self-care needs and they adopt healthy habits, such as good hygiene practices. Children behave well. Older children readily share and take turns. Staff boost children's self-confidence while praising their efforts and achievements. Children gain a good understanding of differences in society, for example, as they learn about different families, traditions and beliefs. Children develop an understanding of dangers and how to keep themselves safe, such as how to climb up and down the stairs safely.

Outcomes for children are good

Children make good progress in readiness for the move on to school. They are enthusiastic learners and express themselves confidently. Children make decisions about their play. Resources are stored so that they can select toys for themselves. Older children are able to write their names. They are learning to hear and say the initial sound in words. Children enjoy looking at books and older children act out their favourite stories. They play cooperatively with their friends. For example, they talk about how to mix paints to create different colours. Children learn to match and name shapes, and older children talk about shapes in the environment.

Setting details

Unique reference number	EY474412
Local authority	Leicestershire
Inspection number	1042528
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 - 9
Total number of places	60
Number of children on roll	77
Name of registered person	The Childcare Company (Leicester) Limited
Registered person unique reference number	RP521314
Date of previous inspection	4 March 2016
Telephone number	0116 2865170

St George's Nursery School was registered in 2014. It employs 13 members of childcare staff. The manager holds an early years qualification at level 4, nine staff are qualified in early years at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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