

Gingerbread 2 Nursery

Launde House, Harborough Road, Oadby, LEICESTER, LE2 4LE



Inspection date	31 August 2016
Previous inspection date	29 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children who have special educational needs and/or disabilities are very well supported to make good progress. Staff work extremely closely with parents and other professionals, such as speech and language therapists, to make sure children's development targets are precisely linked to their needs.
- Staff understand how young children learn and use their knowledge skilfully to help children to learn new skills and acquire knowledge.
- Children are cared for in a welcoming, well-maintained learning environment. Space is used well to provide a good range of activities and experiences to support children's all-round development.
- Managers have an accurate view of the nursery's strengths and weaknesses. They respond constructively when concerns are brought to their attention. They make positive changes that improve the quality of the experiences children have while at the nursery.
- Staff are consistent in how they respond to any poor behaviour displayed by children. Children are developing a good understanding of how their actions affect other people.

It is not yet outstanding because:

- Staff do not have planned, regular opportunities to meet with their supervisor to discuss their professional development, key children, concerns and sensitive issues.
- Managers do not use what they know about children's progress well enough to check whether there are any groups of children who are at risk of not making the best possible progress or whether teaching in any areas of learning is of concern.

What the setting needs to do to improve further

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

- provide staff with planned, regular opportunities to meet with their supervisor to discuss their professional development, key children, concerns and sensitive issues
- make better use of the information known about children's progress to check whether there are any groups of children who are at risk of not making the best possible progress or whether teaching in any areas of learning is of concern.

Inspection activities

- The inspector observed activities in the three nursery rooms and the outdoor play areas.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held meetings with the manager and deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff working in the nursery and a range of other documentation.

Inspector

Joanne Smith HMI

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Positive and meaningful changes have been made to the safeguarding children policy and procedure as a result of concerns raised about some elements of staff practice. Staff understanding of their actions and responsibilities when they have concerns about a child's welfare or a colleague's behaviour towards children has been strengthened by training. Extra funding is used effectively. The staff team is well qualified and individuals are supported to access training sessions and higher level qualifications. Across the nursery their skill and knowledge is evident in the way they work with children, especially those who have special educational needs and/or disabilities, to help them to make good progress.

Quality of teaching, learning and assessment is good

Staff observe children's play regularly and use their observations to accurately assess children's development. Activities are planned carefully so that staff can adapt and use them effectively with their key children to support them to achieve their next steps targets. Throughout the nursery staff are thoughtful about how they speak to children. They make their conversation and interaction appropriate to the individual child's level of understanding, while also introducing new words and more complex sentences to support children's language development. Staff use children's own experiences to help them to understand that their friends and families have different faiths and traditions. They celebrate festivals that children talk about and invite visitors in to show and tell children about traditional activities. Children, for example, did not know what knitting was even though they regularly sing about it in a favourite song, so staff arranged for a child's relative to visit and children had a go at knitting.

Personal development, behaviour and welfare are good

The key person system works very well. Staff know and understand their key children and parents know and trust their child's key person. When staff identify that children are not achieving a level of development that is typical for their age they actively work with parents so that the children get access to the services and support they need. Children are happy, confident and independent in all of the nursery rooms. Children have healthy and nutritious meals and snacks, which include a wide range of fruit, vegetables and pulses. Children sit together at tables for their meals, they understand the routine for mealtimes and wait patiently for food to be brought to the table.

Outcomes for children are good

Children are developing a wide range of skills and positive attitudes to support them well when their education continues at school. Children's literacy skills are developing well. Babies listen intently to stories read by adults, enjoy handling books and show interest in the pictures they see. Older children recognise their name and are beginning to write recognisable letters. Toddlers select and push together bricks developing how they use their hands to control and manipulate items to support their developing writing skills. All children hear and respond to mathematical language. Older children count with support and younger children learn about size and shape through everyday activities with staff.

Setting details

Unique reference number	EY440555
Local authority	Leicestershire
Inspection number	1071922
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	84
Number of children on roll	98
Name of registered person	Gingerbread Cottage Playgroup Limited
Registered person unique reference number	RP907362
Date of previous inspection	29 January 2014
Telephone number	0116 2711165

The Gingerbread 2 nursery was registered in 2011. It is situated in refurbished premises in the Oadby area of Leicester. The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualification at level 3 and one is qualified at level 2. The manager has a degree in early childhood studies and one staff member has Early Years Professional status. The nursery opens Monday to Friday all year round apart from closing for a week in each of the main school holiday periods of Easter, summer and Christmas. Sessions are from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

