

Radmoor Day Nursery & Annexe



Radmoor Road, Loughborough, Leicestershire, LE11 3BT

Inspection date

16 September 2016

Previous inspection date

13 November 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Although staff have access to a range of training, it is not targeted sufficiently to their individual needs, to help them improve their teaching practice to a consistently good standard.
- The monitoring of the quality of teaching and the tracking of the progress of different groups of children are in the early stages of development and not fully effective.
- Parents are not provided with enough information about how they can further guide and promote their children's learning at home.
- Younger children are not given enough opportunities to explore and investigate different objects and materials, because staff have not given enough thought to how they can enable children to do this safely.

It has the following strengths

- Children behave well. Staff provide children with clear guidance to help them manage their own actions. They encourage children to take turns and share.
- The outdoor environment is very stimulating and offers children lots of learning opportunities.
- Children benefit from nutritionally balanced meals that meet their dietary needs.
- Efficient systems are in place for managing the recruitment and induction of staff and for checking their suitability.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure staff are provided with good quality opportunities to improve their teaching practice and maintain their ongoing professional development. 31/10/2016

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

- develop processes for monitoring and comparing how well different groups of children are progressing, in order to confirm that any gaps in achievement are identified and closed promptly
- share more information with parents to help them guide children's learning at home
- provide more opportunities for younger children to safely explore and investigate resources.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. The inspector looked at relevant documentation, such as the nursery's self-evaluation form and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents provided in testimonials.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders have not successfully identified the strengths and weaknesses of all staff's teaching. Consequently, some staff have not received the training and professional support needed to improve their teaching practice. However, staff are enthusiastic and display genuine passion for their work. The arrangements for safeguarding are effective. Staff demonstrate a secure knowledge of the signs and symptoms of possible child abuse. Staff understand and adhere to the policies and procedures in place to keep children safe. For example, staff fully risk assess the areas that they use with the children and supervise them well. A high percentage of staff hold a first-aid qualification. Accidents are dealt with promptly and are reported appropriately. Leaders monitor the occurrence of accidents to help to guide incisive risk assessment and protect children from harm.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable, because not all staff receive the support they need to maintain good standards throughout the nursery. However, there is some good quality teaching and interaction from staff. For example, children are supported well to make good progress in developing their social skills. Babies and younger children, including those who speak English as an additional language, are helped to develop their communication and language skills. Staff regularly sing songs, read stories and use dialogue and questioning as they play alongside them. Children become fully engrossed as they play in the sand and they explain how they are making sandcastles. They use the diggers to scoop and pour sand into buckets. They problem solve as they transport the sand from one place to another without spilling it. Staff model some mathematical language to help children make connections in their learning.

Personal development, behaviour and welfare are good

Staff are very sensitive to the needs of babies and young children and provide comfort and reassurance to those new to the setting. There are excellent relationships between the staff and the children. Children settle extremely well and show that they feel safe and secure. Very effective processes are in place to support children as they move rooms to ensure they quickly settle. Staff also make sure they share all they know about the children with the schools they move on to. Children learn to keep themselves safe. For example, staff ask children why they need to be careful when they are using scissors and they practise regular emergency procedures with them. Children develop their physical skills as they learn to move in different ways. For example, outdoors they happily run and move with confidence. They have opportunities to climb and clamber on different equipment.

Outcomes for children require improvement

Not all children are making good enough progress in all aspects of their development because of variations in the standard of teaching. Although staff are generally well qualified, this is not always reflected in the progress children make. However, children are learning to be independent and tolerant of others. Overall, they are steadily developing the necessary skills in readiness for school.

Setting details

Unique reference number	223262
Local authority	Leicestershire
Inspection number	1059452
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	60
Number of children on roll	87
Name of registered person	Loughborough College of Further Education
Registered person unique reference number	RP517267
Date of previous inspection	13 November 2012
Telephone number	01509 515456

Radmoor Day Nursery & Annexe registered in 1996. The nursery employs a manager who holds Qualified Teacher Status and 30 members of childcare staff. Of these, 25 hold appropriate early years qualifications, including two at level 2, 20 at level 3, two at level 5 and one member of staff has early years professional status. The nursery opens Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children

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