

# Markfield Day Nursery

220 Leicester Road, Markfield, Leicestershire, LE67 9RF



<b>Inspection date</b>	3 November 2016
Previous inspection date	29 October 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff work well together and have a good understanding of their role in promoting children's development. They join in with children as they play and demonstrate a genuine interest and passion for their work.
- Staff promote successful partnerships with parents and outside professionals. Parents receive good information about the provision and are kept actively involved in their child's learning and development. This means children's individual needs are well met.
- Children are well behaved because staff have high expectations of them. Children embrace taking on roles and having responsibilities, such as feeding the fish or rabbits.
- Staff actively promote children's learning about the natural world in the outdoor learning space and the nearby woodland area. This means children are very interested in and knowledgeable about nature and their local environment.
- Children receive lots of praise and encouragement from staff. This boosts their self-esteem and encourages them to persevere with challenges. Children feel good about themselves.

### It is not yet outstanding because:

- The management team does not focus well enough on evaluating staff's practice and training to identify areas for further improvements which will raise the quality of teaching even higher.
- The management team does not make good use of information gained from assessments to track the progress made by groups of children and those in receipt of additional funding.
- Staff do not always consider the needs of individual children or plan well enough for them during times of change when they move on to a different room.

## What the setting needs to do to improve further

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

- focus more closely on monitoring staff's practice and evaluating the impact that training has on raising the quality of teaching to a higher level
- sharpen the systems for monitoring the progress of different groups of children, including those in receipt of additional funding, to more swiftly identify any gaps in learning and ensure they are quickly addressed
- plan even more effectively for children's future move into their next room, in order to provide continuity in their care and learning and ensure that each child's individual needs are fully met during this time of change.

### Inspection activities

- The inspector observed the quality of teaching inside and outside and the impact this has on children's learning.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the nominated person, the owner and the manager.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector observed the Forest School session and held discussions with the two Forest School leaders.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Carly Polak

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is experienced and well qualified, which has a positive impact on the overall effectiveness of the nursery. It works closely together to support staff and make improvements to practice. They recognise the need to continue staff's professional development, in order to raise the quality of teaching. Furthermore, they have devised action plans which will help them to drive aspects of the nursery forward and improve practice. Arrangements for safeguarding are effective. Robust recruitment procedures ensure that all practitioners are suitable to work with children and have a good understanding of child protection. Staff help to ensure children are kept safe and their well-being is promoted.

### Quality of teaching, learning and assessment is good

Children are confident communicators. Staff provide narratives in play and engage children in conversation. They ask questions to help children think. For example, they ask why they think a stick they have found will be good for the fire. They have high expectations of children and introduce new vocabulary, such as construct when making the fire. The varied range of resources indoors and outside encourages children of all ages to explore and investigate. Toddlers particularly enjoy exploring the farm animals that have been set up in the hay. They learn the different names and noises of the animals and are delighted when staff play alongside them. Staff use information gained from observations and assessments to carefully plan activities that support children's next steps in learning.

### Personal development, behaviour and welfare are good

Staff work effectively with parents when children first start to help settle them into their new routine. This helps children to form relationships with staff and feel secure in their new environment. Children are helped to manage their own self-help skills and care routines, such as toileting and handwashing. This also promotes their understanding of good hygiene practices. Older children develop an excellent understanding of how to stay safe and are given opportunities to manage risks. For example, during the Forest School session, children are supported to use a bow saw to cut through wood and make a 'bonfire rocket'. They demonstrate their sense of pride when they smile and say, 'I did it all by myself'. These experiences help to develop children's physical skills and boost their self-confidence.

### Outcomes for children are good

All children, including those in receipt of early education funding, achieve well and make good progress in their learning. Younger children are developing their physical skills as they crawl and practise their walking skills in a safe environment. They learn to play alongside their friends and share their favourite toys. Older children have good opportunities to practise skills that support their readiness for school. They demonstrate their good listening and attention skills as they play safety games in the woods and enjoy group time. They learn valuable skills that will support their move on to school.

## Setting details

<b>Unique reference number</b>	223241
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1059451
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Markfield Day Nursery Limited
<b>Registered person unique reference number</b>	RP902525
<b>Date of previous inspection</b>	29 October 2012
<b>Telephone number</b>	01530 249789

Markfield Day Nursery was registered in 1999. The nursery employs 20 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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