

St George's Nursery School (City)

St. Georges Nursery School, William Street, LEICESTER, LE1 1RW



Inspection date

4 January 2017

Previous inspection date

19 April 2013

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

- The key-person system is effective in helping children to feel safe and emotionally secure. Arrangements for when children start and move rooms are well managed. Children settle quickly and build strong attachments to staff.
- Staff regularly observe children and effectively plan for their ongoing learning. They provide a wide range of interesting and fun activities that reflects children's interests and next steps in learning. Children enjoy their time at nursery and are eager participants.
- Parents speak very positively about the nursery. They comment how well staff know their children and are valued as individuals. Parents state they are kept well informed about their children's progress and how they can support learning at home.
- Staff successfully liaise with a wide range of additional agencies and professionals to help support children and meet their individual needs.
- Children of all ages are active. They regularly play outdoors, where they practise and master physical skills.

It is not yet outstanding because:

- Monitoring processes are not yet successful in providing an accurate overview of the strengths and weaknesses of teaching across the whole nursery to precisely identify where extra focus is needed.
- On occasion, some newer and less experienced staff lack confidence in engaging children fully in activities to further extend their learning and enjoyment.

What the setting needs to do to improve further

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

- develop the processes to monitor children's progress, to precisely identify and develop less successful areas of practice to help all children make even better progress
- focus more sharply on the guidance and support given to staff, particularly those newer and less experienced, to help raise the quality of teaching to a consistent high level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning
- The inspector viewed all areas of the premises used by children.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager and area manager. She sampled documentation including children's learning journals, staff supervision records, and evidence of the suitability of staff working in the nursery. The inspector discussed the nursery's self-evaluation.
- The inspector spoke to a number of parents, staff and children during the inspection and took account of their views.

Inspector

Claire Jenner

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Rigorous recruitment procedures are used to check that staff are suitable to care for children. An effective induction programme ensures that staff are competent and confidently understand the nursery's policies and procedures. This includes those relating to child protection and wider safeguarding issues, such as children being exposed to extreme views of right and wrong. Managers maintain a strong focus on safeguarding practice. They ensure that this is a frequent point of discussion at team and one-to-one meetings with staff. This has a positive impact on children's safety and well-being. Partnerships with schools are good and help to provide continuous support in children's care and learning.

Quality of teaching, learning and assessment is good

Overall, staff are well qualified and have a good knowledge and understanding of how children learn and develop. Teaching is good and children make good progress during their time in the nursery. Staff effectively promote children's communication and language skills. They introduce new vocabulary, model the correct use of words and give children time to contribute to conversations. Very young children repeat words and simple sentences. For example, they comment, 'One, two' and, 'All gone' as they build and then watch a tower of bricks fall. Older children describe the feel of flour on their hands and the different features of toy animals hiding in the straw. Children develop good mathematical skills. Older children confidently count and recognise numerals. They compare the size and patterns of their footprints in the flour. Young children use glue sticks with increasing skill and care when creating collage pictures.

Personal development, behaviour and welfare are good

Children play and learn in a welcoming and caring environment. Detailed information is gathered from parents when children first start. Staff in the baby room complete home visits as one way to get to know children well from the start. Children are happy and content, and their individual needs met well. Staff are good role models. They help children to learn to take turns, share and be kind and respectful of each other. Staff are interested in what children are doing and regularly praise them for their achievements. Children behave well. Staff promote healthy lifestyles. Children benefit from a good range of nutritious meals and snacks. Children of all ages learn about good hygiene practices through everyday routines and activities.

Outcomes for children are good

All children, including those with English as an additional language and special educational needs or disabilities make good progress in relation to their starting points. They develop appropriate skills and are well prepared for their future learning. Children are friendly, sociable and developing good levels of confidence and independence. They build strong relationships with staff and other children.

Setting details

Unique reference number	EY437313
Local authority	Leicester City
Inspection number	1065780
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 - 10
Total number of places	90
Number of children on roll	54
Name of registered person	The Childcare Company (Leicester) Limited
Registered person unique reference number	RP521314
Date of previous inspection	19 April 2013
Telephone number	01162517755

St George's Nursery School (City) was re-registered in 2011. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or 4. 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. The nursery also runs a holiday club for children aged up to 10 years. It supports children with special educational needs or disabilities and children who speak English as an additional language.

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