

# Progress House day Nursery

Progress House Day Nursery, 96 Northampton Road, MARKET HARBOROUGH,  
Leicestershire, LE16 9HF



## Inspection date

4 May 2017

Previous inspection date

22 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 provider and manager work together to successfully evaluate the quality of provision. They involve parents, staff and children in the process and target clear areas for improvement, such as extending opportunities for children's physical play outdoors.
- Staff work in partnership with parents to support children's learning and development. They provide parents with a wealth of information about the early years and ensure that they are kept up to date with their children's good progress.
- Staff plan a wide range of stimulating learning activities. They regularly use the local town centre and parks to help develop children's interests, knowledge and skills. For example, they walk to the train and bus stations and explore local transport.
- Staff skilfully promote children's health and well-being throughout the day. They are encouraged to follow good hygiene routines, enjoy freshly-prepared, locally-sourced meals, take physical exercise and talk about their feelings.
- Children thoroughly enjoy their time at the nursery. They happily share their learning and achievements with staff and visitors.

### It is not yet outstanding because:

- Staff do not make the most of opportunities to encourage children to solve problems, predict outcomes or discuss answers with their friends.
- Lunchtime routines for older children are not fully organised to prevent children from sitting too long and becoming distracted.

## **What the setting needs to do to improve further**

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

- encourage children to think about how they can solve problems, predict outcomes and complete tasks with their friends
- review the organisation of routines for older children to develop their engagement and concentration.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors, outdoors and on a local visit. She assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the provider and nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### **Inspector**

Jane Millward

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and provider have developed good partnerships in the local community. This helps them to extend the opportunities for parents and children. The arrangements for safeguarding are effective. Staff receive good support to understand their roles and responsibilities to keep children safe. They effectively carry out regular checks to maintain children's safety in the nursery and on their frequent community visits. Staff understand how to identify and report any concerns about children's welfare. The manager has a good knowledge of the early years requirements and uses this to identify the support and training requirements of staff. This contributes to ongoing improvements in the quality of teaching and learning. The manager effectively monitors the progress of all children and quickly identifies individual or groups of children who may require additional support. Additional funding received by the nursery is well-targeted to support individual children's progress.

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

Staff promote children's language and communication skills well. They skilfully model language, reinforce new vocabulary and pose questions as children play. Staff know about children's interests and use this knowledge to create an exciting learning environment. For example, children are drawn to attractive role-play and book-sharing areas. Younger children giggle as they swap hats and bags. They learn new words and fill their bags with different objects. Staff make accurate observations about children's learning and development, and plan well for further progress. They share this information with parents, who value the support they receive to continue their children's learning at home. Staff work closely with external agencies and provide good support for children with special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

Children's emotional well-being and development is supported well. Parents share information with their child's key person to ensure that their individual care needs are known and continued at nursery. This helps younger children to feel secure, such as when they quickly settle to sleep. Staff work together to adapt the outdoor space for different age groups. This helps all children to receive opportunities for fresh air and to develop their physical skills. Staff enrich children's understanding of themselves and others with a wealth of opportunities in the nursery and the wider community. They compete in local competitions, sing at nursing homes and learn about celebrations.

### Outcomes for children are good

All children develop good skills in readiness for their future learning and their move to school. They are enthusiastic learners and relish new opportunities to practise their skills, such as gleefully identifying numbers on lampposts as they walk around the local area. Younger children listen attentively after asking staff to read their favourite stories. They enjoy making marks and celebrating their knowledge of colour and shape.

## Setting details

<b>Unique reference number</b>	223161
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1063753
<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>	56
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Progress House Day Nursery Ltd
<b>Registered person unique reference number</b>	RP903317
<b>Date of previous inspection</b>	22 April 2013
<b>Telephone number</b>	01858 431700

Progress House day Nursery registered in 1997. There are 14 members of childcare staff. Of these, one has early years professional status, one holds a qualification at level 5, eleven at level 3 and one at level 2. The nursery opens from Monday to Friday all year, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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