

University of Leicester Nursery



University of Leicester Nursery, Wyggeston Drive, Off University Road, Leicester, LE1 7RJ

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| Inspection date | 7 July 2017 |
| Previous inspection date | 10 April 2013 |

| 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 | | Requires improvement | 3 |
| Outcomes for children | | Requires improvement | 3 |

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is not consistently good across the nursery. Staff do not do enough to engage all children in purposeful play and learning or challenge older children.
- The performance management arrangements for staff are not fully effective. As a result, the quality of teaching is not consistently strong throughout the nursery.
- Children's meaningful play is sometimes interrupted by lengthy daily routines.
- The self-evaluation process is not robust enough to accurately identify areas where there are weaknesses in practice and improvements are needed.

It has the following strengths

- Children have strong attachments with staff, who are caring and attentive to their needs.
- There is a very good range of well-organised policies and procedures. These are implemented effectively and underpin staff practice, such as accident reporting and nappy changing.
- The indoor and outdoor areas are welcoming and inviting with a wealth of resources. Children gain a sense of independence as they access resources.
- Outdoors, children can exercise and enjoy fresh air. They have fun running in and out of the working shower in the hot weather.
- Parents are very complimentary about the staff and the advice they receive about child development.

What the setting needs to do to improve further

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

| | Due Date |
|--|-----------------|
| <ul style="list-style-type: none"> ■ improve the quality of teaching in the room for children aged over two years to help these children become fully engaged in purposeful play and learning and to challenge pre-school children to build on what they already know | 07/08/2017 |
| <ul style="list-style-type: none"> ■ improve supervision arrangements and support staff more effectively to extend their skills and raise teaching standards to at least good. | 07/08/2017 |

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

- review the organisation of daily routines and help give children the time they need to become fully absorbed in purposeful play and learning
- refine the process of self-evaluation to more accurately identify weaknesses in practice and areas for improvement.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider. 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, looked at written testimonials and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of the leadership and management requires improvement

The provider meets regularly with staff to have supervised discussions regarding some areas of their practice. However, systems for monitoring staff performance are not strong enough. This means there are inconsistencies in the quality of teaching and learning. That said, the provider is enthusiastic and has a strong commitment to improve the nursery. The highly qualified and motivated provider is a good role model to other staff. She engages very well with children. Some self-evaluation is in place and the provider has an overall effective action plan. However, this is not strong enough to identify all areas where improvement is needed. Arrangements for safeguarding are effective. All staff receive safeguarding training and are aware of their responsibilities, including the procedures to follow to protect children from harm.

Quality of teaching, learning and assessment requires improvement

The quality of the teaching in the room for children aged over two years is variable. Staff do not always interact with children well enough. As a result, children aged between two and three years lack focus in their play. Furthermore, pre-school children do not consistently receive good enough support and challenge as they play. Staff are well qualified and teaching in the baby room is good. Staff talk to the children and ask them questions; this helps to promote children's communication skills. Staff provide resources for children to use their imagination in role play. For example, a real skeleton is a popular patient for the role-play doctors and a willing recipient of a home-made potion made from sprouts and cabbage. Babies enjoy sensory exploration, such as painting and sand and water play.

Personal development, behaviour and welfare require improvement

Weaknesses in staff's teaching in the room for children aged over two years mean that children are not always best supported in their learning. Routines, such as snack time, can be lengthy and this results in the younger children becoming restless. Despite this, children appear to enjoy their time at the nursery. They spend time running and chasing each other and developing good friendships. Staff encourage children to wash their hands before snack and after using the toilet. This helps children to learn good hygiene practices.

Outcomes for children require improvement

Children aged two years and above do make progress but not as much as they are able to because teaching is not consistently good enough. Children demonstrate enthusiasm to play and explore, but sometimes become distracted or lack focus because of the lack of stimulation. However, children develop some of the skills they need for school. They display high levels of confidence and talk eloquently to staff and visitors. On arrival, children identify their name disc and this contributes to early reading skills.

Setting details

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| Unique reference number | EY448528 |
| Local authority | Leicester City |
| Inspection number | 1065982 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 0 - 4 |
| Total number of places | 21 |
| Number of children on roll | 32 |
| Name of registered person | The University of Leicester |
| Registered person unique reference number | RP531698 |
| Date of previous inspection | 10 April 2013 |
| Telephone number | 01162525880 |

University of Leicester Nursery registered in 2012. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, including one with an early years degree, one with qualified teacher status and the provider with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. 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.

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