

Teapots Day Nursery

Elite Court, Main Street, Broughton Astley, Leicestershire, LE9 6RE



Inspection date

3 August 2017

Previous inspection date

14 December 2012

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 management team accurately evaluates the quality of provision. This helps them to target improvements, such as increasing the participation of boys in some areas of learning.
- Staff have created inspirational learning areas based on children's interests. Children are thrilled to lead their play in the play gym. They become engrossed in activities in the very well-resourced technology rooms and art rooms.
- Staff place a strong focus on children's social and emotional development. Babies and young children develop close and affectionate relationships with staff and feel secure. Older children develop good levels of confidence and self-esteem.
- Children receive many opportunities to learn about the natural world. For example, they explore natural resources, such as logs and compost in their role-play garden. Children enjoy observing and caring for the nursery pets.
- Staff are highly successful in developing children's technology skills. For example, children confidently use a stylus and successfully program directional toys.

It is not yet outstanding because:

- Staff do not fully use information about what children know and can do to plan highly challenging next steps in their learning.
- The monitoring of staff practice is not incisive enough to identify some inconsistencies in the assessment of children's learning and development.
- There is further scope to communicate with and engage parents more fully in their child's learning.

What the setting needs to do to improve further

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

- use information about what children know and can do more precisely to plan even more challenging next steps in their learning
- monitor staff's practice even more rigorously to ensure regular and precise assessments of children's achievements are used effectively to plan for future learning
- strengthen communication with parents to fully promote involvement in their children's learning.

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 nursery manager.
- The inspector held a meeting with the nursery management team. 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 arrangements for safeguarding are effective. Managers and staff are vigilant and follow robust procedures to ensure children's safety. For example, they carry out frequent safety checks to the premises and equipment. Staff understand their responsibilities to keep children safe and know how to respond to any concerns they may have about a child's welfare. The management team carries out regular supervisions of staff and provides good support for staff's professional development. It has created effective systems which encourage staff to reflect on their own and other staff's practice. For example, staff praise each other with 'wow' moments. The management team works in partnership with external agencies, schools and other settings that children attend. This helps children to make good progress in their learning and be well prepared for school.

Quality of teaching, learning and assessment is good

Staff provide many opportunities for children to practise their number and writing skills indoors and outside. They place a strong focus on developing children's interest in reading. Each room has quiet, cosy areas where children can enjoy stories and rhymes. For example, young children are fascinated by the humorous pictures in a familiar book. They chuckle and retell the story, showing excellent levels of concentration. Staff understand children's interests and plan exciting activities to engage children. For example, children are immersed in an 'archaeological dig', they carefully use a range of tools to uncover objects from sand. They talk enthusiastically about their finds, making suggestions as to their origin and purpose. Staff skilfully question children to build on and make links with their earlier learning. Children recall pretending to be pirates and decide to bury treasure, marking the location with a cross.

Personal development, behaviour and welfare are good

Children receive good support to learn about healthy lifestyles. They thoroughly enjoy the freshly cooked meals and serve themselves large portions of vegetables. Children delight in physical challenges outdoors and in the indoor play gym. For example, young children confidently climb ropes at height. Children behave well and are very polite and considerate towards adults and each other. They help staff to create the rules that help them to play safely. Staff encourage children to consider the similarities and differences between themselves and others. They work in partnership with parents to create a 'teapots around the world' display of relatives living in other countries.

Outcomes for children are good

Children make good progress and gain skills that prepare them well for the next stage in their learning, including going to school. For example, older children write their names and recognise numbers on a clock face. They develop excellent technology skills. Children are confident and show good levels of independence. Babies enjoy exploring their surroundings and are excited to learn about the world around them. Children are very observant and delight in sharing their interest in the natural world.

Setting details

Unique reference number	223277
Local authority	Leicestershire
Inspection number	1059453
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 - 8
Total number of places	90
Number of children on roll	136
Name of registered person	Private Educare Limited
Registered person unique reference number	RP522177
Date of previous inspection	14 December 2012
Telephone number	01455 286688

Teapots Day Nursery registered in 2000. The nursery employs 28 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 3 and three at level 2. The nursery opens Monday to Friday all year round from 7.30am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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