

# Knighton Day Nursery & Pre-school

559 Welford Road, Leicester, Leicestershire, LE2 6FN



## Inspection date

28 November 2017

Previous inspection date

24 March 2014

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

- Children show they are confident, settled and happy. The key-person system is effective. Staff take account of children's routines and preferences, helping to ensure that their emotional well-being is nurtured.
- Children enjoy learning through play. A wide variety of resources is available for them to choose from to support their fun and enjoyment.
- Staff are good role models and provide a calm and nurturing environment. They consistently support children's developing awareness of the need to share and take turns. Children receive regular praise and encouragement from staff who acknowledge and celebrate their achievements.
- Staff help children to live active and healthy lifestyles. They provide well-planned meals and many opportunities for children to be physically active in the well-resourced garden and out in the local environment.

### It is not yet outstanding because:

- Staff do not consistently use information gathered from assessments to prioritise when planning for children's next steps in learning.
- The professional development of staff is not linked closely enough to their individual learning requirements to raise the quality of teaching to the highest level.
- Practitioners do not fully encourage parents to extend their child's learning at home and to share information about what children are learning outside of the nursery.

## What the setting needs to do to improve further

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

- use information gained from assessment even more rigorously to help prioritise and plan for children's next steps in learning
- identify specific and targeted professional development opportunities for each staff member to help raise the quality of teaching to an even higher level
- explore more ways to help parents to extend children's learning at home and share information about this.

### Inspection activities

- The inspector held a meeting with the manager. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- 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 two joint observations with the manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views, along with written testimonies.

### Inspector

Alex Brouder

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend child protection training and are kept up to date with changes in processes and procedures through staff meetings and discussion. Children are well protected and kept safe from harm. The quality of teaching is good. Staff use an online system to make observations of children's play and, overall, use this to help plan future experiences to support their learning. Leaders ensure that effective staff recruitment and induction procedures are followed to protect the welfare of children. A high proportion of staff are appropriately qualified in childcare and, overall, supervision is used to help target additional and ongoing learning to support staff's professional development. The manager gathers the views of staff, parents and children to evaluate the quality of provision and plan future developments.

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

The setting have recently made a number of changes to the experiences and activities offered to children to stimulate their natural curiosity. Children have increased access to natural and open ended resources. Toddlers laugh and giggle as they chase shadows on the window blind and use leaves, twigs and paint to make their creations. As they get older, children choose varied sized balls and watch with anticipation as these drop through the holes in tubes. Pre-school children show great imagination as they create their own doctor's surgery. All children begin to make marks using a variety of media and materials. Children become deeply involved in their activities as they make 'potions' in the garden and cut up salad items. All children are eager to take part in singing and join in with the actions. Older children are confident to sometimes stand and sing their own songs in front of their friends during group time.

### Personal development, behaviour and welfare are good

Staff supervise children well. They make sure that they access toys that are appropriate for their age, promoting children's safety. Staff ensure children have opportunities to begin to learn to manage their own risks during their play. For example, older children learn how to jump off a bench safely and use a range of real tools, such as saws, hammers and nails. Children show curiosity in the outdoors. They use magnifiers to 'hunt' for bugs. When children find a caterpillar, they recall how they 'grew' caterpillars which turned into butterflies in the summer.

### Outcomes for children are good

All children make good progress from their starting points. Children are confident and show good levels of independence as they, make their own choices in their play. Children enjoy the outdoor area and show good coordination in both their small and large-muscle skills as they run, jump, pour and dig. All children have opportunities to recognise that print has meaning as they hang their name card on the welcome tree each day and handle and use a range of books.

## Setting details

<b>Unique reference number</b>	226971
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1101805
<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>	40
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Elizabeth Garner
<b>Registered person unique reference number</b>	RP512665
<b>Date of previous inspection</b>	24 March 2014
<b>Telephone number</b>	0116 2883030

Knighton Day Nursery & Pre-school registered in 1993. The setting employs 18 members of childcare staff, 15 of whom hold appropriate early years qualifications ranging from level 2 to level 6. One member of staff has qualified teacher status. The setting is open Monday to Friday from 7.30am to 6pm, all year round except for public holidays. It 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

