

# Whitwick Day Nursery

Whitwick Day Nursery, Market Place, Whitwick, COALVILLE, Leicestershire, LE67 5DT



|                          |                   |
|--------------------------|-------------------|
| <b>Inspection date</b>   | 18 December 2017  |
| Previous inspection date | 13 September 2013 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | 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

- Robust recruitment and induction procedures help to ensure the suitability of those employed to work with children. There are effective systems in place to check the ongoing suitability of all staff.
- The managers routinely checks the progress of all children. This helps them to identify any gaps in learning and support staff to respond where further support may be needed for children. Additional funding has been used effectively to narrow the gaps in children's outcomes.
- Children are happy and settled in this welcoming and nurturing nursery. The strong key-person system helps to ensure that children develop a strong sense of security and build strong emotional attachments.
- Children who have special educational needs and/or disabilities receive good support. The staff have effective relationships with a wide range of professionals to ensure continuity in children's care and to meet their ongoing developmental needs.
- Children learn about similarities and differences. They explore a range of resources that positively reflects diversity and learn about a range of festivals throughout the year.

### It is not yet outstanding because:

- Staff do not consistently support parents to guide their child's learning at home.
- At times, planning of some activities is not always as sharply focused as possible to ensure that children are challenged in their learning.

## What the setting needs to do to improve further

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

- give parents information about what their children need to learn next to help continue their learning at home
- enhance planning of activities so that all children can make the most of the learning opportunities offered.

### Inspection activities

- The inspector spoke to parents during the inspection and took account of their views.
- The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working at the nursery.

### Inspector

Teresa Lester

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff attend regular child protection training. They know the possible signs of abuse and when and where to refer any concerns they may have about a child in their care. Daily checks of the environment, inside and outside, are conducted to ensure it remains a safe place for children to play in. Staff hold paediatric first-aid qualifications and know how to deal with accidents and incidents effectively. Systems for supervision are effective in ensuring staff have opportunities to talk about children's learning and development. Managers take account of the views of parents, children and staff when they evaluate the provision. Parents speak very highly of the nursery. They are pleased with the progress their children make and are well informed about their child's day.

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

Experienced and well-qualified staff ensure that children have access to a good range of quality toys and resources. Children in the pre-school excitedly help to wrap presents in Santa's workshop. They estimate how much paper they will need to wrap parcels of different sizes. Children develop an understanding of safe practices. Staff discuss with them how to use scissors carefully. Staff in the toddler room place great emphasis on developing children's language and communication skills. Children enjoy playing imaginatively with farm animals. Staff use repetition of words, talk to the children about what they are doing and model new words to help extend their vocabulary.

### Personal development, behaviour and welfare are good

Children benefit from good settling-in procedures which are based around their individual needs. Staff are positive role models and use a range of effective strategies to promote children's behaviour. They teach children to be kind to each other and show respect. Children enjoy social mealtimes. They sit and talk with staff and their friends and take pleasure in each other's company. Older children enjoy serving their own food. Children of all ages delight in the wide range of activities provided in the exciting garden area. Babies benefit from having plenty of space to develop their mobility, exploratory and physical skills. Older children excitedly take part in ball games and run around chasing their friends.

### Outcomes for children are good

Children make good progress in their learning and development. They display a positive attitude to their learning and develop the skills they need for the future, including starting school. Children learn to resolve disputes amicably and find solutions. They use mathematical language, such as big and small, and compare shapes and sizes. They are learning the link between written numbers and the quantities they represent. Children listen attentively, follow instructions and enthusiastically join in with songs and rhymes. They remain focused and engaged while listening to well-read stories. Children are learning to control their bodies and move in a variety of ways.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY301356  |
| <b>Local authority</b>                           | Leicestershire  |
| <b>Inspection number</b>                         | 1064698   |
| <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 - 5   |
| <b>Total number of places</b>                    | 71  |
| <b>Number of children on roll</b>                | 128   |
| <b>Name of registered person</b>                 | Magic Nurseries 'A' Limited   |
| <b>Registered person unique reference number</b> | RP905580  |
| <b>Date of previous inspection</b>               | 13 September 2013   |
| <b>Telephone number</b>                          | 01530 830499  |

Whitwick Day Nursery registered in 1994. The nursery employs 23 members of childcare staff. Of these, 21 hold appropriate early years qualifications. 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.

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