

University of Leicester Nursery



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

Inspection date 26 April 2018
Previous inspection date 7 July 2017

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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:

- Sometimes, older children become bored because the learning environment and resources are not sufficiently stimulating to engage them in purposeful learning.
- Staff do not always use what they know about children in their daily interactions, to extend their learning and develop their interests.
- Staff do not always effectively promote listening and communication skills during their interactions with children.
- Staff working with older children do not have high expectations of how children should listen and respond to their instructions during daily routines.
- Parents do not always receive the full range of information that could help them prepare children for their learning at nursery.

It has the following strengths

- Staff make observations and assessments of children's learning and use these to produce a highly detailed record of children's time at the nursery.
- Staff communicate well with other settings that children attend to ensure continuity in their care and learning.
- Children learn about the natural world. They enjoy planting seeds and learning about how to help their plants grow.
- Babies and younger children settle quickly and make secure attachments with staff.

What the setting needs to do to improve further

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

	Due Date
■ ensure the learning environment in all areas of the setting provides children with well-resourced and well-planned activities that stimulate their thinking and encourage active learning	31/05/2018
■ improve the planning of activities and interactions for older children to take full account of what is known about their prior learning and interests	31/05/2018
■ develop staff's understanding of how to support children's communication and language skills, paying particular regard to children's listening and attention skills.	31/05/2018

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

- develop further the communication with parents and ensure that they receive clear information about the provision in the nursery.

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 joint observations with the nursery manager.
- The inspector held a meeting with the 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 requires improvement

The manager has actively sought to make the improvements identified at the previous inspection with some degree of success. For example, she has taken external advice and improved the routines that children follow at lunch and break times to increase their opportunities for learning. However, the steps taken to support and develop staff's practice have yet to raise the quality of teaching sufficiently to enable all children to make good progress. Safeguarding is effective. Safety policies and practices are implemented consistently by all staff. Parents are kept informed of their children's daily care routines, but would like to know more about daily learning and play activities.

Quality of teaching, learning and assessment requires improvement

Staff make regular observations and assessments of children's learning. This enables them to track children's progress and consider their next steps in learning. Staff share this information with parents at an annual consultation and in three monthly written reports. However, they do not consistently use what they learn from these observations when planning activities or interacting with children. This means that some children do not make the progress they are capable of in some areas of learning. Staff enjoy playing alongside children. However, some staff over direct children's play and do not recognise when children would benefit from following and developing their own ideas. Similarly, in some interactions, staff do not allow children to think about and respond to questions before they answer for them or ask further questions.

Personal development, behaviour and welfare require improvement

Some older children quickly lose interest in the activities and resources because they are not well matched to their interests. However, staff welcome opportunities to share toys and books that children have brought from home. Overall, staff support children's care needs well. They offer reassurance and security during sleep routines and toilet visits. Staff promote children's confidence as they play. Very young children enjoy searching for familiar toys and sharing these with staff and visitors. Older children have fun visiting the tent for small-group programmes, where staff use their recent learning to help children develop their confidence and self-esteem. Children enjoy sitting in small groups to eat their snack and meals. This helps them to develop their social skills as they happily talk about their interests with each other. Staff provide opportunities for children to enjoy fresh air and develop their physical skills. Older children enjoy learning to pedal cycles and use gardening tools.

Outcomes for children require improvement

Most children make steady progress. They build on their skills at home and other settings that they attend. The inconsistent teaching of older children, however, means that some children are not encouraged to prepare as well as others for the next stages in their learning, including school. Children generally behave well but sometimes are not encouraged to listen carefully to instructions, such as when they are asked to tidy away their toys.

Setting details

Unique reference number	EY448528
Local authority	Leicester City
Inspection number	1109091
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	1 - 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	7 July 2017
Telephone number	01162525880

University of Leicester Nursery registered in 2012. The nursery employs seven members of childcare staff. Of these, four 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 also employs three casual childcare staff as and when required. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free 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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