

Gables Day Nursery

1324 Melton Road, Syston, LEICESTER, LE7 2EQ



Inspection date

1 May 2018

Previous inspection date

22 July 2015

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:

- Staff do not always ensure that the identity of all visitors to the setting is verified.
- The quality of teaching varies. Staff who care for two- and three-year-old children, do not make accurate assessments of children's learning to enable them to plan suitable and challenging activities based on their next steps in learning. Not all children make the progress of which they are capable.
- Planning for older, most-able children, does not always enable them to make the best progress they can.
- The manager does not always support staff to know how to record assessment tracking information to enable her to accurately monitor children's progress to help raise the outcomes for children to the highest level.

It has the following strengths

- Staff in the baby room place a high priority on nurturing babies' emotional well-being. They reflect routines from home and respond well and quickly to their individual needs.
- Children confidently separate from parents on their arrival to the nursery. They demonstrate positive relationships with staff and show that they are happy and secure.
- Partnerships with parents are positive. Parents are involved in establishing children's starting points and staff share ideas on how to continue learning at home.

What the setting needs to do to improve further

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

	Due Date
■ implement effective procedures to ensure that the identity of all visitors to the setting is checked	16/05/2018
■ undertake regular and accurate assessments of what children can do, and use the information to plan suitably challenging activities based on their next steps in learning, in particular for children aged two to three years.	06/06/2018

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

- ensure that the activities offered to older, most-able children challenge them more effectively to achieve the best outcomes possible
- support staff in the use of assessment and tracking systems to obtain a more precise analysis of the impact of teaching and any intervention needed for individuals or groups of children.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors spoke with children and staff during the inspection.
- The inspectors held a meeting with the nursery manager and three of the management team, including the provider. They looked at relevant documentation and suitability of staff working in the setting.
- One of the inspectors completed a joint observation with the manager of the nursery.
- The inspectors took account of the views of parents through discussion.

Inspector
Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

Parents who arrive at the setting are sometimes let in by other parents. They also hold the door open for unknown visitors. This means that staff have not checked the identity of these visitors. While this is a breach and a potential risk to children's welfare, visitors to the setting are not able to gain access to the nursery rooms where children are cared for due to a key fob entry system. Arrangements for monitoring staff's understanding of the tracking system used to assess children's progress are not strong enough. Staff receive regular supervisions and complete training to support their development. Although the new manager has identified weaknesses and some areas for development, this is not yet having a positive impact on children's learning. Despite this, the new management team is enthusiastic and has a clear vision of how to raise the quality of the provision. Staff demonstrate a strong commitment to making improvements. Safeguarding is effective. All staff receive regular training in child protection. They are able to clearly explain procedures for reporting any concerns they may have regarding a child's welfare.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is inconsistent. Overall, children make sufficient progress in their learning. However, staff caring for two- and three-year-old children, do not accurately assess what children know and can do to plan and target activities to prioritise their individual learning. Further to this, staff who care for older children do not consistently plan effectively to provide challenging activities that support them to make the progress they are capable of. Overall, staff interact well with children and offer a range of activities to promote their interests and enjoyment. Babies listen attentively to staff as they sing to them. They begin to move their bodies to music and sounds. Young children pull themselves up to standing and cruise with confidence around well-placed furniture. Pre-school children enjoy being outdoors. They run, climb and show an awareness of their own and others' safety as they run, avoiding each other and obstacles.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching and learning and security arrangements have a negative impact on some aspects of children's personal development and welfare. Nevertheless, overall, staff meet children's personal needs appropriately. They are deployed appropriately and supervise them effectively to ensure their safety. All staff are aware of children's individual needs and promote their good health. Children behave well and staff help them learn about the expectations for behaviour. Staff are consistent and clear in their approach and they use positive strategies to manage children's behaviour.

Outcomes for children require improvement

Not all children make the best possible progress in their learning. However, they are learning some of the key skills needed for their future learning. Older children show good self-care skills as they independently use the toilet, use tissues to wipe their nose and pour their own drinks. They begin to use and explore numbers and shapes during play.

Setting details

Unique reference number	EY445957
Local authority	Leicestershire
Inspection number	1135181
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 - 4
Total number of places	99
Number of children on roll	191
Name of registered person	The Gables Day Nursery Limited
Registered person unique reference number	RP531573
Date of previous inspection	22 July 2015
Telephone number	01162607272

Gables Day Nursery registered in 2012. The nursery is open Monday to Friday all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 25 members of childcare staff, 22 of whom hold appropriate early years qualifications at level 2 to level 4.

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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