

Early Learners' Nursery School

78 Uppingham Road, Leicester LE5 0QE



Inspection date	22 August 2018
Previous inspection date	20 March 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of 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

The provision requires improvement. It is not yet good because:

- Managers do not support staff effectively enough to extend their skills and knowledge to help to influence secure learning outcomes for all children.
- The key-person system is not fully effective in helping to keep parents informed about their child's learning. Arrangements to enable parents to contribute to the initial assessments of children's starting points are not yet effective.
- Some staff are not confident in using appropriate behaviour management strategies to help children to learn what is expected of them so they do not distract others or become distracted themselves.
- Staff do not consistently use the information gathered from their assessments of what children can do, to plan consistently challenging activities that meet their individual next steps in learning.

It has the following strengths

- Managers and staff have worked effectively together to address the weaknesses in safeguarding raised at the last inspection. They have clear development plans in place to help them to continue to improve the quality of the provision.
- Managers and staff are friendly and welcoming. Parents comment positively about the 'family feel' and that their children are 'well cared for'.
- The nursery is well equipped and there is lots of space where children can play. Children have access to a wide range of resources outside and inside. They are able to make some choices about with what they would like to play.

What the setting needs to do to improve further

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

	Due date
develop the current procedures to support staff more effectively, extend their skills and raise teaching standards to a consistently good level	23/11/2018
improve the key-person system in order to build positive relationships with parents, to establish initial learning for children and to engage parents in their ongoing learning and development	23/11/2018
implement consistent and effective behaviour management strategies to help every child learn what is expected of them.	23/11/2018

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

- develop further how the information gathered from children's assessments is used to plan consistently challenging activities that reflect their individual next steps in learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager. She spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took a tour of the premises.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Claire Muddimer

Inspection findings

Effectiveness of leadership and management requires improvement

Managers have made improvements to the safety and suitability of the environment since the last inspection. Risk assessments have been reviewed and put in place to promote a safe and secure environment in which children can play. Arrangements to support staff's ongoing skills and training have recently been implemented to improve practice. However, these are not yet robust enough to set clear targets for staff. Consequently, inconsistencies in the quality of teaching remain and not all children make the progress of which they are capable. Safeguarding is effective. Staff have a secure knowledge of their responsibilities with regard to child protection and wider safeguarding issues. Managers implement appropriate procedures in relation to ensuring the safe recruitment of staff. Ratios are maintained and staff are deployed appropriately to ensure children are supervised to promote their safety.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable across the nursery. In addition, staff do not consistently gather sufficient information from parents about what their key children already know and can do. This hinders staff in completing accurate and timely initial assessments and as an ongoing two-way exchange of information. Staff complete observations of children as they play, to identify what they need to do next. However, they are not yet making best use of this to inform their planning and interactions with children. Consequently, some activities are not well presented and lack sufficient challenge, and staff miss opportunities to extend on children's learning further. When teaching is better, staff sit alongside and talk to children as they play. They introduce and repeat words to promote children's developing speaking skills.

Personal development, behaviour and welfare require improvement

Children are happy and settled. They develop warm relationships with staff, who are kind and caring. Parents comment positively about the welcoming staff and say that their children enjoy their time in the setting. Staff are responsive to children's individual needs. Children are praised for their achievements. However, some staff lack confidence in implementing strategies to help children to learn rules and boundaries, and to take responsibility for resources and the environment. For example, mealtimes are disrupted as children get up from the table and distract others. Older children drop toys and aprons on the floor when they have finished with them. Children's good health is promoted. They are active throughout the day and enjoy daily opportunities to play outdoors. Children eat a varied range of food that reflects their individual needs.

Outcomes for children require improvement

Children gain some skills that prepare them for the next stage in their learning. However, variations in the quality of teaching result in missed opportunities to extend some children's learning to help them make consistently good progress in readiness for school. Nevertheless, children enjoy looking at books and make marks in different ways, using pens, paints and sticks. They build positive relationships with their friends and enjoy exploring the environment and resources available to them.

Setting details

Unique reference number	EY410668
Local authority	Leicester
Inspection number	10057076
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 5
Total number of places	70
Number of children on roll	18
Name of registered person	L E Associates (UK) Limited
Registered person unique reference number	RP529794
Date of previous inspection	20 March 2018
Telephone number	0116 2763377

Early Learners' Nursery School registered in 2010. There are 10 members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery 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.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email 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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

