

Loughborough Nursery at Loughborough Schools Foundation

Garton Road, LOUGHBOROUGH, Leicestershire LE11 2DY



Inspection date	4 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	2
Effectiveness of 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

The provision is good

- The manager and staff work closely with other partners within the Loughborough Foundation to provide children with a range of interesting learning opportunities. For example, children look forward to visits to the Convent to explore the garden and chat to retired nuns. They sing in the chapel at special celebrations, such as Harvest Festival and Christmas and practise their physical skills in the large gymnasium.
- Staff provide excellent support for children's medical and health needs. They attend training, work in partnership with other professionals and pay great attention to the individual nutritional and health requirements of children.
- Older children explore a stimulating range of experiences at the forest school. They learn about the natural world and work together to solve problems and create exciting building projects, such as woodland dens and squirrel homes.
- The key-person system is well established. Staff work in close partnership with parents to establish the precise care and learning needs of their children. Parents value the opportunity to speak to their child's key person at handover and collection times. They are particularly pleased that children are involved in the selection of their key person.

It is not yet outstanding because:

- Some staff do not consistently organise activities or changes between activities to provide highly effective learning experiences.
- At times, staff do not recognise when children who are playing independently require adult intervention to extend their learning.
- Staff have not fully considered how they can support quieter children to develop their confidence to speak in group activities.

What the setting needs to do to improve further

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

- improve the organisation of activities and routines to consistently provide children with highly effective learning experiences
- support staff to recognise when children who are playing independently require adult intervention to extend their learning
- consider ways to help quieter children develop the confidence to speak in group activities to help enhance their language and communication skills.

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 a joint observation with the deputy manager of the nursery.
- The inspector held a meeting with the foundation's nominated person and the deputy manager of the nursery. 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 leadership and management is good

The manager and foundation's nominated person effectively evaluate the quality of provision. They plan developments which help to drive continual improvement. They have extended activities at the forest school and planned an on-site outdoor classroom. The manager monitors the quality of teaching and promptly identifies and supports staff's professional development needs. Staff receive regular training and support opportunities to develop their skills and knowledge. The arrangements for safeguarding are effective. Robust safety and child protection policies and procedures are implemented consistently and monitored by the nominated person. All staff have a strong understanding of how they should respond to any concerns that they may have about a child's welfare.

Quality of teaching, learning and assessment is good

Staff accurately observe and assess children's learning and development. They use this information to identify any learning gaps and to plan children's next steps. Staff help children to use art and craft resources to create interesting pictures and designs inspired by their learning about wider cultural and religious celebrations and events. For example, they created 'shiny pictures' during the festival of Eid. Children of all ages enjoy sharing colourful story and information books. Babies take their favourite storybooks to staff and enjoy snuggling-in to listen to their lively storytelling. Staff help children to count confidently and plan games to help them recognise numbers. For example, children practise throwing wet sponges to hit numbers to 20.

Personal development, behaviour and welfare are good

Staff take opportunities throughout the day to encourage children to speak positively about their feelings and friendships. This helps to reinforce the high expectations of behaviour and consideration for others. Older children are encouraged to remember 'monthly mottos', such as 'I am kind' and 'I am happy'. Children are polite to staff and each other. For example, they say 'please' and 'thank you' and take turns as they share games and toys. Children enjoy healthy and nutritious freshly-prepared food. Staff support their understanding of the value of a varied diet and how different foods can support their healthy development. Children learn about the similarities and differences between themselves and others. They take part in fundraising activities to support local charities, such as the local children's hospice.

Outcomes for children are good

Children make good progress and are well prepared for the next stage in their learning, including their move on to school. They enjoy choosing their own play and relish opportunities to develop their physical skills outdoors. For example, young children confidently climb across nets and under tunnels. Older children develop their independence and gain a good understanding of personal safety as they light fires and use saws at the forest school. Children practise their early literacy and mathematical skills during play. They use large chalks outside to make marks and draw shapes.

Setting details

Unique reference number	EY538259
Local authority	Leicestershire
Inspection number	10077061
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	61
Number of children on roll	97
Name of registered person	Loughborough Schools Foundation
Registered person unique reference number	RP538258
Date of previous inspection	Not applicable
Telephone number	01509276820

The Nursery At Loughborough Endowed Schools registered in 2016 and is part of the Loughborough Schools Foundation. The nursery employs 17 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, four at level 5, seven at level 3 and two at level 2. The nursery opens for 51 weeks of the year from 7.30am until 6pm. 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

