

# Nanpantan Nursery School

The Old School House, Nanpantan Road, Loughborough, Leicestershire  
LE11 3YD



<b>Inspection date</b>	4 April 2019
Previous inspection date	13 June 2016

<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 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

- The voluntary management committee and the nursery manager successfully evaluate the quality of provision. They actively seek the views of staff, parents and children and use this information to target further developments. For example, they are currently working on the development of an additional outdoor area to further enhance children's learning.
- The manager monitors individual and groups of children's progress effectively, to ensure that all children make good progress. She acts swiftly to close any gaps in children's learning. For example, she has increased the opportunities for children to learn more about shape and measures. As a result, children confidently compare and order objects by length or height.
- Children thoroughly enjoy opportunities to play outdoors throughout the day. They dress themselves appropriately for the weather and join their friends in highly active games. This helps them to successfully develop their physical skills. Children develop their stamina, coordination, balance and leg muscles as they run, climb and cycle. They learn how to control their bodies as they play on 'balance' toys.
- The manager and staff have made changes to the nursery provision to place a greater emphasis on promoting children's independence and self-care skills. Children choose when to take snacks and competently pour drinks and slice their own fruit.
- Occasionally, staff do not make effective use of questioning to help promote children's ideas and learning to the highest level.
- At times during whole-group activities some children, particularly younger children, become distracted and are not fully engaged in their learning.
- Although staff keep parents up to date about their children's progress and how they can support their learning at home, systems to share specific information about children's routines and daily activities are less developed.

## What the setting needs to do to improve further

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

- support staff to develop their questioning skills to help them promote children's ideas and learning even further
- review the organisation of whole-group activities to reduce distractions and help all children, particularly younger children, make the most of learning opportunities
- continue to explore ways to share specific information with parents about children's daily routines and learning activities.

### 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 nursery manager.
- The inspector held a meeting with the nursery manager and a member of the management committee. 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 voluntary management committee provides good professional support to the manager. The committee and manager meet regularly to discuss the effectiveness of all aspects of the nursery. The arrangements for safeguarding are effective. The manager ensures that all staff understand how to recognise and respond to any concerns they may have about children's welfare. Robust safety arrangements are in place to ensure the nursery remains secure, particularly as children arrive and leave. The experienced manager has a secure understanding of the early years foundation stage. She provides good support to develop staff's teaching practice through modelling, focused supervision and professional development opportunities. The manager and staff work in partnership with parents and other settings that children attend. This allows them to share information about children's learning and development. Nursery staff visit local schools and welcome school staff to the nursery to help children with their transition to school. Parents report that they are very happy with the care and teaching provided by staff.

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

Children freely choose from a range of stimulating activities across all areas of learning. They enjoy the interesting opportunities that the well-qualified staff plan to promote their early writing skills. Children strengthen their hand muscles as they knead and stretch the modelling dough they have made. They copy staff and write on clipboards as they play. Staff focus sharply on supporting children's curiosity about the world around them. They enthusiastically follow up children's interests, such as creating maps and sharing resources from children's travel and home experiences. Their hands-on approach provides real-life experiences which excite children. As children arrive, they rush to see the young chicks that have hatched at the nursery. They gleefully chatter about the chicks' antics and growing size.

### Personal development, behaviour and welfare are good

Staff consistently promote positive behaviour and praise children's achievements. They gently remind children about how to play safely and help them to understand simple rules, such as why they should not run indoors. Children receive good support to learn about the benefits of a healthy lifestyle. They understand how good hygiene routines and healthy food help them to 'grow big and strong'. Staff ensure that resources such as books and toys reflect diversity and help children to learn about others in the wider world. Children delight at dressing up in clothes, and tasting food, from other cultures.

### Outcomes for children are good

Children gain a good understanding of the world around them. They learn how plants and animals grow and understand how to take care of them. Children enjoy listening to stories and develop their early reading skills. They respond confidently to staff who ask them to predict what will happen next, and talk about the story characters. Children are beginning to recognise that letters represent sounds and use these in their early writing. Older children show care and consideration towards younger children and offer to help them. All children, including those in receipt of funding, gain key skills which help with their future learning, including their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY354437
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10073903
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Nanpantan Nursery School Limited
<b>Registered person unique reference number</b>	RP908047
<b>Date of previous inspection</b>	13 June 2016
<b>Telephone number</b>	01509 239203

Nanpantan Nursery School registered in 2007 and is located in Loughborough. The nursery employs six members of childcare staff, including two bank staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5 and four at level 3. The nursery opens from Monday to Friday, term time only. Sessions are from 9am until 12.15pm, 12.30pm until 3.30pm or 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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