

Smisby Day Nursery

Main Street, Smisby, Ashby-de-la-Zouch, Leicestershire LE65 2TY



Inspection date	30 May 2019
Previous inspection date	20 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 provider, officer in charge and her deputy have established effective systems to manage the nursery. They evaluate the quality of their provision successfully and take account of the views of parents, staff and children to identify further developments. For example, they have introduced more effective systems to observe, assess and report on children's learning and development. Parents comment positively about the extent of online information, which now helps them to closely follow their children's progress.
- Staff are well qualified and use their knowledge and skills well to help children reach their expected learning and development milestones. Babies make particularly good progress in their personal, social and emotional development.
- Staff encourage children to learn about and consider the views of others. They remind children to be polite and say 'please' and 'thank you'. Following lunch, pre-school children invite the nursery cook into their room to show their appreciation and tell her how much they enjoyed their meals.
- Children develop good levels of independence and self-care skills. Younger children put their sun hats on before going outside. Older children independently visit the toilet and serve and clear their food at lunchtime.
- Staff provide activities and resources that support children's early writing skills well. Babies delight in using their hands and other resources to make lines and patterns in a flour and water mix. Younger children are fascinated by the marks they can make with balls after they roll them in water. Staff skilfully extend this opportunity and introduce large brushes. Children use these to 'paint' triangles and circles outside.
- The organisation of group times in the pre-school room does not take full account of children's individual needs and interests. This means that occasionally some children are not fully engaged in learning and disrupt the learning of others.
- At times, staff working with older children do not recognise when to intervene and provide more purpose and challenge as they play.

What the setting needs to do to improve further

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

- support staff working with older children to recognise when to intervene and provide more purposeful and challenging learning opportunities as they play, in order to raise their learning to the highest levels
- improve the organisation of group times in the pre-school to take full account of children's individual needs and ensure that they remain interested and engaged.

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 officer in charge.
- The inspector held a meeting with the provider and members of the nursery's management team. 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 provider and officer in charge provide staff with ample opportunities for professional development. For example, staff have all recently completed training to develop their planning skills. This has helped them to focus more on children's interests when preparing learning activities. Robust recruitment procedures ensure staff's suitability to work with children. Staff receive a thorough induction and ongoing training to ensure they understand how to recognise, respond and report risks to children's welfare. The arrangements for safeguarding are effective. The provider and officer in charge monitor the progress of individual and groups of children. They act promptly to support staff to close any gaps identified in children's learning. For example, they have focused on further opportunities for children to develop their language and communication skills.

Quality of teaching, learning and assessment is good

Staff make regular observations and assessments of children's learning and development, and use these to plan future learning. Staff work in partnership with parents who provide regular information about their children's interests and achievements. Staff encourage children to explore the world around them. They have designed the baby room to enable children to independently open cupboards and seek out new toys and resources. Older children use a range of science equipment, such as magnifiers and pipettes, to carry out investigations of plants and flowers. They create scented water using flower petals and provide detailed descriptions of their findings.

Personal development, behaviour and welfare are good

Staff provide excellent support for children's health and care needs. They follow robust policies and procedures and are vigilant about children's medical and health needs. For example, staff speak to the nursery cook daily about children who have special dietary requirements. Children receive good support to learn about their personal safety. Parents comment that their children learn about 'stranger danger' in an age-appropriate way. Staff provide nourishing, freshly prepared food and snacks that children enjoy. They teach children how to bake their own cakes and pizzas. Staff give children time to enjoy fresh air and physical activity. Children develop their balance and leg muscles as they run, jump and climb outdoors. Younger children skilfully manoeuvre and direct ride-on toys. Staff develop secure bonds with babies, who happily continue their home sleep, play and feeding routines.

Outcomes for children are good

Children of all ages make good progress and develop skills which will benefit them in their next stage of learning, including their eventual move to school. Children develop good communication and language skills. Babies wave, say 'hiya' and babble into toy phones. Older children share ideas with staff and each other. For example, they suggest how they can solve problems, such as releasing plastic insects from their ice moulds. Children develop their mathematical skills during daily routines. They accurately 'head count' to 16 as children line up. Children use large chalk sticks enthusiastically to demonstrate their drawing and writing skills. They draw around each other, add facial features and delightedly exclaim that they have written their name.

Setting details

Unique reference number	EY280477
Local authority	Derbyshire
Inspection number	10073343
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 11
Total number of places	50
Number of children on roll	82
Name of registered person	Smisby Day Nursery Limited
Registered person unique reference number	RP523741
Date of previous inspection	20 July 2016
Telephone number	01530 416279

Smisby Day Nursery registered in 2004 and is based in Smisby, Leicestershire. The nursery employs 24 members of childcare staff. Of these, one has early years professional status, two hold appropriate early years qualifications at level 6, five hold level five, nine hold level 3 and two hold level 2. The nursery opens Monday to Friday from 7.30am to 6pm all year round, with the exception of Christmas week. It 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

