

St George's Nursery School - Narborough

50 Leicester Road, Narborough, Leicester LE19 2DF



Inspection date

6 August 2019

Previous inspection date

23 August 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

- Children really enjoy the time they spend in the nursery. They are highly engaged in a wide range of learning experiences.
- The nursery is managed well by a dedicated and knowledgeable team. Staff have a sound understanding of safeguarding and how to keep children protected.
- Children make secure attachments to caring and affectionate staff. This helps support children's emotional development and means they play and explore with confidence.
- Staff know the children well and plan interesting activities based on the next steps in children's development and their interests.
- Children make good progress in their learning and development in relation to their starting points. They acquire the key skills to support them in the next stage of their learning, including their eventual move to school.
- Staff communicate skilfully with children and this supports children's communication and language development. Children, particularly in the pre-school, show their widening knowledge of topics and use specific vocabulary during their conversations with staff.
- An effective key-person system helps to engage parents with the nursery. Staff use online tools to communicate with parents and keep up to date with what children are doing outside of nursery. This enables staff to build on this learning when children are in the nursery.
- On occasions, particularly in the toddler room, staff do not question children in a manner that maximises their ability to think deeply for themselves or build on their own ideas.
- Staff do not always allow children to take risks in their play. This limits children's ability to learn about how to keep themselves safe.

What the setting needs to do to improve further

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

- support staff, especially in the toddler room, to develop their teaching skills further, in asking questions that maximise children's ability to think critically for themselves and develop their own ideas
- provide more opportunities for children to take manageable risks during their play, to increase their ability to learn how to keep themselves safe.

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. He looked at relevant documentation and the evidence of the suitability of staff working within the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

Inspector
Ben Hartley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of how to keep children safe and what actions to take in the event of concerns being raised. Staff are highly qualified and there is a robust programme of professional development. This has a positive effect on the overall quality of practice within the nursery. Staff work closely with schools and teachers in the local area, inviting them into the nursery to meet the children. This helps to ensure that children are prepared emotionally for the next stage in their learning. The manager monitors the quality of teaching and the overall progress of children. This helps her to reflect on the overall quality of the nursery and identify where further improvements can be made. Parents comment positively on the quality of the nursery. They feel it supports their children's development, in particular their social skills and ability to play with other children.

Quality of teaching, learning and assessment is good

Children really enjoy a wide range of interesting and well-planned experiences. Staff show an interest in what children tell them and older children demonstrate their knowledge of certain topics. For example, they discuss dinosaurs and their names, as well as a number of mythical creatures. Children enjoy opportunities to explore various materials. For example, they mix water with paint, to create a potion. Younger children enjoy messy activities, such as mud and sand. They explore the different textures of materials and show some good early communication skills. Children sustain their interest and attention in activities and seek friends to share their experiences with. Staff use group learning times well and children show a keen interest in books and stories. They are eager to find out what happens next and make predictions about what might happen next.

Personal development, behaviour and welfare are good

Children develop positive relationships with staff and are forming friendships with their peers. Children are happy and settled for the duration of their time in the nursery and they are focused on their chosen play activities. Children enjoy outdoor play. Staff use the environment well to support younger children's physical development. The nursery provides a balanced and healthy menu. Staff have also worked closely with parents to encourage them to make more positive choices in children's lunch boxes for those who bring their own lunch. Staff manage children's behaviour very calmly and fairly. This results in a calm learning environment and ensures children understand what is expected of them.

Outcomes for children are good

All children make good progress from their individual starting points. Younger children are eager and interested learners. They enjoy exploring and show a curiosity towards new things. Older children acquire the key skills to support their readiness for future learning and move to school. They use accurate mathematical language in their play. For example, as children work together to build a marble run, they assess where the marbles are getting stuck and why. They agree that some of the marbles are too big and try to work out how they can adapt their new marble run to allow them to pass through.

Setting details

Unique reference number	EY474412
Local authority	Leicestershire
Inspection number	10118312
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 - 4
Total number of places	60
Number of children on roll	59
Name of registered person	The Childcare Company (Leicester) Limited
Registered person unique reference number	RP521314
Date of previous inspection	23 August 2016
Telephone number	0116 2865170

St George's Nursery School registered in 2014. The nursery employs 13 members of childcare staff. Of these 10 hold appropriate early years qualifications at level 3 or above. The manager holds a level 4 qualification. The nursery opens from Monday to Friday all year around, except for a week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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