

Stanhope Day Nursery Ltd

114 Regent Road, Leicester, Leicestershire LE1 7LT



Inspection date	17 January 2019
Previous inspection date	6 August 2015

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 experienced provider is committed to offering high-quality provision for children. Effective self-evaluation clearly identifies areas for improvement and takes into account the views of children, staff and parents.
- The key-person system is very effective in enabling children to settle quickly, feel secure and make good progress across all areas of learning. Parents speak highly of the dedication and professionalism of staff. They comment on the exceptional levels of care that their children receive and frequently recommend the nursery to others.
- Staff skilfully promote children's language and communication skills as they play. They introduce new vocabulary and encourage children to use this in all they do. There is good support for children learning English as an additional language. For example, staff successfully use familiar words in children's home language and signing to help children take an active part in play and activities.
- Staff provide excellent support to promote children's health and well-being. They provide highly nutritious meals and encourage healthy eating and regular teeth brushing. Staff have worked hard to achieve and maintain local authority and NHS awards in these areas.
- Staff place a strong focus on providing opportunities to help children to understand the similarities and differences of people in the wider world. They invite parents to share experiences and resources to help them to provide meaningful activities that children enjoy. For example, children talk about Christmas celebrations in Spain and about the different animals that other children in Australia may see.
- Older children do not always have a wide range of opportunities to practise their mark-making and early writing skills.
- Staff have not fully developed ways for children to learn more about the natural world.

What the setting needs to do to improve further

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

- strengthen opportunities for older children to practise mark making and develop their early writing skills to a higher level
- develop more ways for children to learn about the natural world.

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 provider.
- The inspector held a meeting with the provider. 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 has a good knowledge of the early years requirements and uses this to effectively monitor all aspects of her provision. This includes children's progress and staffs' teaching. The provider plans interesting and stimulating staff training which contributes to ongoing improvements in the quality of teaching and learning. For example, staff have incorporated their learning about children's physical development into wider play activities. The arrangements for safeguarding are effective. Robust recruitment procedures are in place and all staff complete training to identify and respond to any concerns about children in their care. The provider rigorously monitors staff's ongoing understanding of their responsibilities through regular tasks and quizzes. The manager and her staff work in partnership with parents and other professionals to support children's learning.

Quality of teaching, learning and assessment is good

Staff plan a range of interesting activities and enthusiastically play alongside children to extend their enjoyment and learning. For example, young children use hand prints as designs on Chinese New Year red envelopes. They decide to further explore the texture and effect of paint as they swirl and drip the paint on to the table. Staff encourage children to continue. Children's sheer exuberance at seeing the effects of this lead them to whoop with delight and shout about the 'messy' they have made. Older children are engrossed in making modelling dough food for their baby dolls. Staff skilfully ask questions to encourage children to extend their ideas and designs. Staff regularly observe and assess children's learning. They share this information with parents who comment about the high level of advice and support provided by staff.

Personal development, behaviour and welfare are good

Children have ample opportunities to develop their physical skills both indoors and outside. Young children enjoy the challenge of climbing on soft-play shapes and clambering to the top of the grassed bank outside. They gleefully celebrate their achievements with staff and visitors. Older children strengthen their leg muscles as they ride cycles and bounce on inflatable toys. Staff are good role models and promote a kind and caring ethos. They encourage children to consider others as they plan successful fundraising activities. Children enjoy singing and chatting to members of a local elderly persons' group that they visit.

Outcomes for children are good

Children make good progress and gain skills that prepare them well for future learning and starting school. They are developing into confident learners who are eager to explore their environment. Young children develop excellent levels of concentration and persevere in challenging tasks, such as completing jigsaw puzzles. Older children enjoy working together to create imaginative play scenarios. They use small historical characters, such as knights, to recreate past lifestyles and talk about events in 'the olden days'. Children confidently use their knowledge of numbers, size and shape as they play.

Setting details

Unique reference number	EY284247
Local authority	Leicester
Inspection number	10071636
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	1 - 4
Total number of places	37
Number of children on roll	42
Name of registered person	Stanhope House Day Nursery Limited
Registered person unique reference number	RP902638
Date of previous inspection	6 August 2015
Telephone number	0116 2554277

Stanhope Day Nursery Ltd registered in 2004. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and three at level 2. One member of staff holds early years professional status. The nursery opens from Monday to Friday from 8.15am until 5.45pm, all year round. 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

