

Early Learners' Nursery School

78 Uppingham Road, Leicester LE5 0QE



Inspection date	21 August 2019
Previous inspection date	22 August 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 manager ensures that staff have their teaching practice regularly observed. She identifies any areas for improvement, which are then shared with staff to improve the quality of teaching. As a result, teaching is good.
- The staff provide a warm and welcoming environment for children. A variety of activities and resources which cover the different areas of learning are available. Staff give children the choice of what activities they want to play with as they start their day.
- Staff know the children well. They complete regular and accurate assessments of what children know and can do. Staff incorporate what children need to learn next into their teaching. As a result, children are making good progress.
- Staff have excellent relationships with the children in their care. They support children's emotional well-being by reminding them to use their words when they become frustrated.
- The managers ensure that all children are assigned a member of staff as a key person when they start attending the setting. Parents report that the key person takes care of their child, records improvements and informs them of their child's progress.
- Staff think of creative ways that enhance experiences for children. For example, they put cocoa powder in soil to add a different smell and stick paper underneath tables so that children have to lay on their backs to make marks.
- Staff do not always provide consistent messages to children when they are taking part in activities. For example, staff allow children to taste vegetables during an activity but then remove these with no explanation.
- On occasions, staff do not always use the correct language to support children's communication skills even further.

What the setting needs to do to improve further

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

- develop children's communication and language skills even further by using the correct terminology when speaking with children
- further develop children's understanding skills by ensuring that staff give consistent messages through all aspects of their practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector viewed records in relation to staff suitability, certificates and relevant policies.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector
Christy Dave

Inspection findings

Effectiveness of leadership and management is good

Staff benefit from regular meetings with the deputy manager, where they get the opportunity to discuss their interactions with children and their teaching practice. Managers work in partnership with the local authority and have received support to improve staff practice. Safeguarding is effective. Managers and staff have a good understanding of the signs that may indicate a child is at risk of harm. They know the correct procedure to follow to ensure that any concerns are shared with the relevant agencies. Staff are also aware of the correct action to take should they have concerns about a colleague's behaviour. Managers obtain references and complete suitability checks on new staff, which ensures children are safe. Managers review the provision they offer. For example, they have plans to develop the outdoor area to keep children engaged. Managers seek feedback from parents via questionnaires and a suggestion box.

Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge to ensure that children receive good-quality learning experiences. They ask parents to provide information about their children when they first start, so that learning can be tailored to each child. Staff consider children's interests and engage well in their play. For example, when a child wants to run outside, a member of staff runs a race with them. The member of staff extends this activity by using a scooter to further promote physical development. Staff talk and sing to the children as they take part in activities. They introduce language and know when to step back. For example, a member of staff pauses when singing a nursery rhyme to allow the child to sing alone.

Personal development, behaviour and welfare are good

Staff are good role models and regularly praise children for their achievements, building children's self-esteem. Children are happy and confident and behave well. Staff support children to take turns as they put their hand in the air to answer a question during circle time. Staff skilfully involve themselves in children's role play, developing children's imaginative skills. For example, ringing a 'doorbell' as children pretend that a shed is a house. Staff ensure the good health of children by reminding them to wash hands before eating. Children follow instruction well and are aware of the routines. Younger children are keen to learn and have a go at things themselves. For example, a young child perseveres in placing a handle over her hand, recalling how to do this from a previous activity.

Outcomes for children are good

Children make typical progress from their starting points. Older children confidently take part in circle time, identifying the day of the week. Younger children speak about the weather, developing their communication and language skills. Older children recognise and know the letters in their own name. They accurately count the number of children who are sat together for lunch. This develops their mathematical skills ready for the next stage in their learning.

Setting details

Unique reference number	EY410668
Local authority	Leicester
Inspection number	10077647
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 - 6
Total number of places	70
Number of children on roll	20
Name of registered person	L E Associates (UK) Limited
Registered person unique reference number	RP529794
Date of previous inspection	22 August 2018
Telephone number	0116 2763377

Early Learners' Nursery School registered in 2010 and is located in Leicester. There are nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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