

Inspection of Newfoundpool Neighbourhood Centre

Newfound Pool Centre, Pool Road, Leicester LE3 9GH

Inspection date: 27 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are well cared for in a safe, secure and welcoming environment in this very inclusive setting. They arrive happy and are eager to join in with the play and learning activities on offer. A particular strength of the nursery is the quality of the relationships between staff and children. The manager has attended training to help deepen her understanding of how to build strong relationships with children. She understands the importance of a settling-in procedure that helps children and parents feel confident and happy. Staff ensure that each child has the time to settle confidently and at their own pace. Secure relationships are built between children and staff.

Staff have high expectations about what all children can achieve, including those with special educational needs and/or disabilities and those who speak English as an additional language. They work closely with parents and other professionals to provide specific support to help all children achieve their full potential. Staff get to know the children and their families really well and this enables them to meet children's individual needs to a high standard.

Children's behaviour is good. They are familiar with routines and demonstrate self-care skills appropriate to their age. Staff support children to share, take turns and be gentle with one another. They explain to children the potential consequences that their actions could have on others. Children respond quickly and positively to the praise and encouragement they receive.

What does the early years setting do well and what does it need to do better?

- Staff make accurate observations and assessments of what children know and can do. They provide activities based on children's interests and individual stage of development across all areas of learning. The manager uses additional funding well to address gaps in children's learning, for example, by providing one-to-one support, tailored staff training and specific resources. Staff also take children on trips in the local community to broaden their experiences.
- The manager gives staff regular feedback on their performance through observation and supervision. Staff say that they feel supported by the manager and are encouraged to access training courses to develop their knowledge and childcare skills. The manager ensures that staff have time away from the children to complete assessments to reduce their workload.
- Staff regularly share information with parents about their children's development and progress. They support parents to enhance their children's learning at home by providing activity bags with resources and toys that enrich children's experiences and help to promote their individual next steps in learning.
- The manager has been proactive in addressing the weaknesses identified at the

previous inspection. She regularly seeks feedback from the local authority, staff, parents and children to help inform plans for improvement. Parents recommend the nursery highly. They comment that their children have excellent bonds with the staff and enjoy attending the nursery.

- Staff recognise the uniqueness of each child. They build children's awareness of the wider community and cultural events that take place. Staff learn key phrases from children's home languages and repeat words in English to help children's understanding.
- Children are aware of foods that are good for their bodies and the importance of being physically active. They enjoy spending time outside each day, in all weathers. Children giggle with delight as they splash in puddles. Staff talk gently to babies and toddlers, providing reassurance and cuddles as they settle to sleep. Children learn practical life skills, such as pouring their own drinks and tidying away their toys.
- Staff promote children's love of books, songs and rhymes. Children of all ages sing songs together and thoroughly enjoy performing the actions with great enthusiasm. Staff send storybooks home with the children. This encourages parents to read with their children and helps to promote a shared love of books.
- Staff encourage children to count and use numbers as part of activities and routines. Older children confidently use mathematical language, such as 'big' and 'small'. They sort objects by colour, shape and size.
- Occasionally, staff miss opportunities to encourage less-confident children to join in during large-group activities in order to help them take a more active role. Additionally, staff do not always make the most of opportunities during their interactions with children to extend their communication skills further.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend annual training to keep up to date with safeguarding practice. They know the signs that a child could be at risk of harm and the procedures to follow should they have concerns. The manager sets the staff quizzes on wider aspects of safeguarding. This develops staff's knowledge and understanding. Staff implement procedures for the safe collection of children. They do not allow children to leave the nursery with anyone who is not named by the parent.

What does the setting need to do to improve?

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

- encourage all children to take an active part in large-group activities, in particular to support those who are less confident during these times
- enhance the good-quality interactions with children to extend their communication and language skills even further.

Setting details

Unique reference number	EY542824
Local authority	Leicester
Inspection number	10103529
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 to 11
Total number of places	45
Number of children on roll	85
Name of registered person	Miss Honey's Pre-School Ltd
Registered person unique reference number	RP542823
Telephone number	07479475491
Date of previous inspection	16 October 2018

Information about this early years setting

Newfoundpool Neighbourhood Centre registered in 2017. It is located in Leicester and is known as Miss Honey's Pre-School. The nursery employs 11 childcare staff, including the manager. Of these, eight hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The nursery opens Monday to Friday from 8am to 6pm, all year round. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- The inspector had a tour of all areas of the nursery. The inspector spoke with the provider and staff to gain an understanding of how the early years provision is planned and how the curriculum is implemented.
- The inspector completed a joint observation with the provider. The inspector and the provider evaluated the teaching and learning that took place.
- The inspector held a meeting with the nursery provider. She reviewed relevant documentation, such as evidence of the suitability of staff working in the nursery and staff's training.
- The inspector held discussion with parents, staff and children at appropriate times throughout the inspection.

We carried out this inspection 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.

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