

# Inspection of Quorn Nursery School

Church Lane, Quorn, Loughborough, Leicestershire LE12 8DP

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Inspection date:

10 March 2020

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision requires improvement

Children arrive happy and show that they feel safe as they greet staff and immediately begin to play with the various activities. However, some children lack focus during activities. Staff do not use their knowledge of children to inform their assessments often enough. This means that some activities lack sufficient challenge. Furthermore, information gathered from parents at the start is not used robustly enough to support children to make the progress they are capable of. The monitoring of staff is not effective to identify weaker areas of practice. Nevertheless, staff demonstrate some positive interactions with children. Younger children complete a jigsaw puzzle together with support from staff. They repeat new words they hear and remain engaged during discussions. They develop good communication and language skills as a result.

Staff have high expectations about what children can do for themselves and their behaviour. Children are becoming independent. Older children help themselves to snack with ease and register their attendance. Furthermore, they help younger children start to understand how to behave as they talk through 'having kind hands' at nursery.

Children in receipt of additional funding are supported well. The manager ensures the extra funding is used to enhance their care, learning and development. For example, extra funding has been used to support children with transport costs to the nursery.

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

- Staff observe and complete assessments on children. However, they do not complete these consistently enough to ensure they are accurate. This means that staff do not always have accurate assessment information to help identify children's next steps in learning and inform planning. Consequently, planning of activities lacks challenge at times and some children lose interest.
- The manager has a positive relationship with the staff team. She shows a good understanding of the importance of interactions, the curriculum and supporting children's learning. However, despite the arrangements in place for the supervision of staff, they are not used effectively. The monitoring of staff's interactions and practice is not robust enough to help the manager to identify weaker areas of practice.
- The manager invites people in who offer extra curricular activities. This helps to broaden children's experiences. Children are given the opportunity to participate in drama activities, which boosts their self-esteem and enhances their social development. Parents comment that children love these activities and they feel that their children have gained in confidence since participating. They also state

that their children would not be able to do these activities if they did not attend the nursery.

- Staff offer flexible settling-in arrangements. They work well with parents and obtain detailed information about children's health, interests and development. However, they do not use this information well enough to help enhance children's learning and development from the start. Furthermore, staff do not consider what support might need to be put in place for new children to be able to manage the routine changes of the day, for example snack time or moving from inside to outside.
- Staff make sure that the environment is well resourced. They consider all areas of learning when they plan activities for children. This means that children have the opportunity to develop necessary skills. The outside area is used well for children who prefer to learn outdoors.
- Staff support children to look after their own personal care to prevent the spread of germs. For example, they remind children to cough into their hands, throw tissues away when they have wiped their noses and to wash their hands afterwards.
- Staff encourage children to understand about healthy food choices. They provide an assortment of nutritious snacks. Children enjoy selecting their favourite fruit to eat and staff talk about these with them. In addition, while children eat their packed lunch, staff encourage them to eat the healthy foods first. This helps children to understand about a balanced and healthy diet.
- Staff support children to be kind and courteous to one another. They talk about the nursery rules at group time. Children learn to share and take turns with one another as they play.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding and child protection. The manager ensures that training is prioritised by the whole team. Staff have regular discussions about safeguarding. This ensures that they remain alert to the indicators that suggest children may be suffering from harm. Staff know the process they must follow if they have any concerns about a child or a member of staff. They monitor children who attend with existing injuries and report these to the designated safeguarding lead. The manager has developed a robust recruitment and induction process to ensure that staff are suitable to work with children.

## What does the setting need to do to improve?

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

- use information gathered from parents more effectively to ensure that children's

development needs are met from the start

- make more effective use of children's assessments in order to plan challenging learning experiences that precisely match each child's needs
- develop further systems for monitoring staff to help identify areas where practice and staff's interactions with children can be improved.

## Setting details

<b>Unique reference number</b>	EY453336
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10064505
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Quorn Pre-School Limited
<b>Registered person unique reference number</b>	RP531959
<b>Telephone number</b>	01509415552
<b>Date of previous inspection</b>	3 December 2015

## Information about this early years setting

Quorn Nursery School in Loughborough, Leicestershire registered in 2005. There are four members of staff employed to work with the children, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, during school term time only. Sessions are from 9am to 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Carly Polak

## Inspection activities

- The inspector observed the quality of interactions between staff and children during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector assessed through discussions and observations with staff how well the manager and staff understand and implement policies, and how they monitor children's learning. The inspector viewed evidence of the suitability of staff working in the nursery and their qualifications.
- The inspector spoke to parents, staff and children during the inspection and took their views into account.
- The inspector undertook a learning walk with the manager. They discussed how the manager plans and implements the activities on offer and about the children who attend.
- The inspector and the manager observed staff's interactions with children and aspects of the routine and evaluated these together.

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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