

Inspection of Mighty Oaks Nursery

3 Dominus Way, Meridian Business Park, Leicester, Leicestershire LE19 1RP

Inspection date: 5 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children demonstrate that they feel secure with the nursery's 'home-from-home' feel as they happily choose which toys to play with. Babies enjoy using an activity centre and learn to spin the wheel, helping to develop their coordination. Children demonstrate a sense of pride as they tidy toys away and look after their nursery. They are encouraged to take managed risks as they confidently balance and walk down a slope and jump from tree stumps. Children are taught to use scissors safely as they enjoy cutting and sticking independently. They show a sense of achievement when they cut the paper successfully. Children delight in moving their bodies to music; they jump and dance enthusiastically. Children demonstrate that they are inquisitive as they experiment by combining coloured paints to make different colours.

Children's imaginations flourish as they are encouraged to mix items to make their own pretend food and drink. Children are eager for staff to join in the play as they blow on the pretend food together, saying it is 'too hot to eat'. Children look at pictures of food and decide which are healthy and unhealthy. This learning is extended as they discuss healthy choices with staff and each other. Staff support children to match pictures of fruit and vegetables cut into halves. Children skilfully match the images to make whole pieces. They name the foods and are supported to pronounce words correctly.

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

- The leadership and management team has worked hard to address the weaknesses identified at the previous inspection. The newly appointed manager has ensured that parents have a strong relationship with the staff. During the COVID-19 (coronavirus) pandemic, the manager arranged for parents and their child's key person to meet safely and share information about their child. Parents report that they value meeting staff and feel well informed about how they can help their child's learning at home.
- Staff recognise that not all children have access to a garden at home. Therefore, they provide opportunities for children to have daily access to the outdoors and plan trips in the local community, such as to the farm.
- Staff report being well supported by the manager. They have one-to-one meetings where practice and training are discussed. Some staff requested support with children's language and communication. They accessed relevant training and the manager observed staff to ensure that the strategies from the training were put in place. Staff now feel more confident to support children's language development.
- Staff offer cuddles while children listen to stories and sing songs together. These warm interactions support communication and language development. However,

on occasion, babies struggle to focus and listen to adults speaking with them because music is playing in the room at the same time.

- Each baby has a named key person. However, staff are sometimes deployed in other rooms. Therefore, they are not always present to support children who are new to the nursery. This arrangement does not fully support staff to build positive relationships with children from their first day.
- Staff provide good support to children who speak English as an additional language. For example, they learn key words in children's home languages. Parents report that children who did not speak English prior to starting the nursery, are now speaking sentences in English to communicate their preferences. For instance, they say which activities they enjoy and would like to take part in.
- Staff gather important information about each child, which helps them to know the children well. Staff make accurate assessments of children's progress and have clear plans to support the ongoing development for each individual child. Staff identify those children who need extra support with communication and language, and implement specific activities. For instance, children choose an object from a bag and discuss the object with staff. They all sing songs about the object together. This promotes language and introduces new vocabulary.
- Staff identify when children need further support. When children were away from the nursery for a time during the COVID-19 pandemic, they missed opportunities for socialising and interacting. Therefore, staff have ensured they plan relevant activities to promote children's personal, social and emotional development, and communication and language. This means that children are now more confident to interact with one another during group story and singing sessions.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They have sufficient knowledge of how to identify and manage concerns about a child. Staff understand signs that may suggest a child is at risk of abuse and they follow policies and procedures to ensure any such matters are addressed in a timely manner. They know how to report safeguarding concerns or allegations made against adults and to whom they must report these concerns to. The setting provides parents with information regarding the safe use of technology and the internet. Staff implement risk assessments to ensure the building is safe and secure. They regularly practise the fire evacuation procedure.

What does the setting need to do to improve?

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

- limit distractions, such as background music in the baby room, so that children can hear and focus when others are speaking with them
- consider staff deployment that enables children who are new to the nursery to build secure bonds with their named key person.

Setting details

Unique reference number	2536879
Local authority	Leicestershire
Inspection number	10130234
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 at time of inspection	0 to 3
Total number of places	132
Number of children on roll	52
Name of registered person	EduCare Day Nurseries and Nursery Schools Limited
Registered person unique reference number	RP522122
Telephone number	0116 2899369
Date of previous inspection	11 October 2019

Information about this early years setting

Mighty Oaks Nursery registered in 2019. The nursery employs 12 members of childcare staff. Of these, one holds a qualification at level 5, one holds a level 4 qualification, four hold level 3 qualifications, and two hold level 2 qualifications. The nursery opens Monday to Friday from 7am until 6pm. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Butters

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- The manager and inspector carried out a joint observation to review the quality of education.
- The manager and inspector carried out a learning walk and discussed the curriculum.
- Parents discussed their views about the nursery and their children's progress with the inspector.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector tracked children's experiences throughout the day.
- The inspector reviewed relevant documentation, such as qualifications and paediatric first-aid qualifications.

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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