

Inspection of Hine Park Day Nursery Ltd

8 Highwood Drive, Leicester, Leicestershire LE5 0BW

Inspection date: 3 September 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Children show they are happy and feel safe when they arrive at nursery. They separate from their carers easily and run to find their friends in the garden. Children have many opportunities to develop their physical skills. They practice how to walk safely along the wooden beams holding their arms out for balance. They build core strength on the climbing frame as they pull themselves from one bar to another to get to the top.

Children flourish in a well-organised and inviting environment. They demonstrate independence and good self-help skills. For example, babies are learning how to wipe their nose and put the tissue into the bin. They smile and clap with happiness and excitement as they receive praise from staff for their efforts. Children behave well. They are very kind to each other and share the toys they are playing with.

Children demonstrate positive attitudes to learning and make good progress in their development. They develop their knowledge of number, shape and colour during a play dough activity. Children learn how to count from one to eight as they push sticks into the play dough to mimic spiders' legs. They talk about the different shapes they mould and colours they see on shells, such as white and brown.

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

- Staff promote positive behaviour. They discuss the rules of the day with the children, such as using 'listening ears' and 'indoor voices'. They encourage children to take turns and share the toys. Children are very supportive of their friends. For example, when a child is stacking the cups and drops one, her friend runs over to help. Children are beginning to resolve their own conflict. For example, a child apologises when they pick up an acorn another child was using and gives it back.
- The key-person system is strong and effective. Staff build warm, supportive and meaningful relationships with the children and their families, and they know each child well. Staff provide experiences that children may not have at home. This includes social interaction with children of a similar age and lots of opportunities to play outdoors to develop their physical skills.
- Staff support children's emotional security well. They help children to talk about their emotions during play. Staff role model and explain how they feel to deepen children's understanding. Children show staff and their friends how they are feeling with the emotion cards. They talk openly about what makes them excited, happy or sad.
- Managers and staff provide good-quality care and learning experiences for children with special educational needs and/or disabilities. They make referrals and seek support from outside agencies in a timely manner. They also work

closely with parents to support children's individual needs. This ensures children make good progress in their learning and development.

- Staff benefit from regular supervisions and discussions about their practice with the manager. New members of staff explain how they feel valued and supported working at the nursery. Managers create individual targets that help staff to improve their practice and the outcomes for children.
- Parents and carers are pleased with the care and quality of education their children receive. They know what activities their children enjoy and receive feedback at the end of every session. They are very grateful for the relationships staff build with their children. However, not all parents are aware of what their children's next steps are. Therefore, they cannot continue to support this learning at home, to help children progress even further.
- Staff support children to develop their communication and language skills. During circle time, the children learn about the days of the week and the months of the year. They sing songs and rhymes to help them remember the names for each day and month in the correct order. Children are asked questions but, on occasion, staff do not give children enough time to think of an answer and respond before moving onto the next question. Therefore, children's communication skills do not develop as quickly as they could.
- Children benefit from a well-designed curriculum across all seven areas of learning. Staff gather information from parents of what children can do and observe their development. They use this information to identify any gaps in learning and plan activities to support their progress.

Safeguarding

The arrangements for safeguarding are effective.

The majority of staff members hold a paediatric first-aid certificate. This enables them to deal with all accidents safely. Managers and staff understand their role of keeping children safe from harm. They know the signs and symptoms of abuse and how to make a referral if they have any concerns about a child's welfare. Fire drills are carried out to ensure the children know the procedure if they need to evacuate the building promptly. Staff complete regular checks throughout the day to ensure hazards are minimised or removed. This helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to understand how to ask children questions effectively, allowing children enough time to think and respond
- support all parents to understand their children's next steps so they can continue learning at home.

Setting details

Unique reference number	2496264
Local authority	Leicester
Inspection number	10194316
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	1 to 3
Total number of places	62
Number of children on roll	62
Name of registered person	Humberstone Park Day Nursery Limited
Registered person unique reference number	RP905533
Telephone number	0116 3196802
Date of previous inspection	Not applicable

Information about this early years setting

Hine Park Day Nursery Ltd registered in 2018 and is located in Leicester. The nursery operates all year round, from 7.30am to 6pm, Monday to Friday. The nursery employs 11 members of childcare staff, including the manager. Of these, one staff member holds an appropriate childcare qualification at level 4, six at level 3 and three at level 2. The director holds early years professional status.

Information about this inspection

Inspector

Chantell Walker

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working in the nursery.

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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