

Inspection of East Leake Day Nursery

Castle Hill, East Leake, Loughborough, Leicestershire LE12 6LU

Inspection date: 14 February 2022

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

The provision is good

Children have positive relationships with staff. Babies lay calmly when staff hold them in their arms and stroke their cheek to provide comfort. Younger children cuddle into staff and sit on their knee to listen to stories. Children laugh and giggle with staff when they play a game of 'peek-a-boo'.

Staff offer children a wide range of activities in the nursery to support their development. The nursery is on a farm. Staff take children to see different animals, such as deer, donkeys and sheep. Children learn what foods the animals eat and how to care for them. Staff plan experiences to help children develop their knowledge of nature and wildlife. Children are keen to engage in forest school sessions in woodland. They are excited to tell staff about birds they recognise and have opportunities to build houses for insects. Children confidently talk about their knowledge of animals that hibernate, such as hedgehogs. Staff extend children's knowledge further and talk to them about animals that migrate. Children demonstrate a good understanding of how to behave in the woodland and how to keep themselves safe. For instance, they say, 'They need to look after their friends and not to bang into any trees'.

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

- The management team supports staff through appraisals and one-to-one meetings. Staff reflect on their practice and receive relevant training. This training has helped staff to engage children and support literacy skills. For example, staff invite children to vote for which book they would like to listen to. Staff stop before finishing a sentence, letting older children join in with repeated phrases.
- Leaders use experienced staff to provide weekly musical activities. They build children's excitement when they use different tones in their voice to engage and maintain children's attention. Children sit well and listen. Younger children are creative. They tap their feet to the rhythm when staff play a guitar. Children make different movements with their arms when they pretend to be animals. However, occasionally, some staff do not plan and manage group activities well enough. For example, less-confident children are not always fully supported to join in and answer questions. This results in some children not being able to contribute.
- Staff support children who speak English as an additional language well. They ensure that these children have a sense of belonging in the nursery and can understand staff's instructions. For example, staff find out key words in the child's home language and use these, as well as pictures, to communicate with children.
- Staff work very closely with parents to support children's development. For

example, they regularly find out what parents want their children to learn next. Staff hold discussions with them about how they can both support children's learning. Parents comment positively about the staff. They say that they keep them informed about what children do every day.

- Staff support children to be emotionally ready for changes they face. For example, when they first start at the nursery, they attend settling-in sessions. This helps children to become familiar with staff and the environment before they spend long periods of time away from their parents.
- Staff support children to develop skills for future learning. They use their knowledge of children to support their communication and language skills, such as their early speaking skills and understanding. For instance, when babies and very young children play with objects, such as a toy duck, staff name the object. Staff sing songs and nursery rhymes about ducks.
- The manager has not shared how to promote two-year-old children's independence consistently with staff. For example, the manager wants staff to encourage children's independence during daily routines, such as mealtimes. However, staff are not always doing this in practice.
- Staff encourage children to behave well. They are good role models, for example they use good manners themselves. Children are polite and say 'thank you' when they receive objects from others.

Safeguarding

The arrangements for safeguarding are effective.

Members of the management team ensure that staff's knowledge of safeguarding is up to date. For example, they ask staff questions about child protection and give them quizzes to complete. The management team and staff have a good knowledge of the signs and indicators of abuse. They know how and where to report any safeguarding concerns. This includes knowing the procedure to follow to report concerns about a colleague's behaviour with children. The management team and staff undertake risk assessments of the environment. They ensure that all gates and doors to the nursery are securely locked with a keypad entrance. This helps to provide a safe environment for children to play in.

What does the setting need to do to improve?

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

- strengthen staff's planning of group times to meet the needs of all children who take part, especially those who are less confident
- improve staff's understanding of how to help two-year-old children to develop their independence, for example at mealtimes.

Setting details

Unique reference number	253432
Local authority	Nottinghamshire County Council
Inspection number	10138650
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 4
Total number of places	155
Number of children on roll	172
Name of registered person	Robinson, Glennis Anne
Registered person unique reference number	RP905719
Telephone number	01509 854205
Date of previous inspection	16 December 2015

Information about this early years setting

East Leake Day Nursery registered in 1996 and is situated in East Leake, Leicestershire. The nursery employs 44 members of childcare staff. Of these, 39 hold appropriate early years qualifications at level 3, one holds level 6 and one holds qualified teacher status. The nursery opens Monday to Friday from 7.30am until 6pm. It is closed for two weeks of the year, one being at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, deputy manager, assistant manager and general manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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