

Inspection of St George's Nursery School

33-37 Wigston Road, Oadby, Leicester, Leicestershire LE2 5QF

Inspection date: 15 February 2022

Overall effectiveness	Good
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 enjoy attending the nursery. Toddlers tell the inspector that they enjoy playing with their friends. Pre-school children comment that they like taking part in craft activities and playing with the wide range of toys on offer. Staff are consistent in using praise and encouragement to support children's good behaviour effectively. Babies are encouraged to say 'please' and 'thank you'. Toddlers are supported to share and take turns. Pre-school children eagerly help with practical tasks such as sweeping the floor after messy play activities. They beam with pride when staff thank them for being helpful.

Children show high levels of engagement and are eager to take part in activities that staff plan. Babies explore sensory bottles that have different objects in them. They giggle with delight as the contents of the bottles make sounds and sparkle when they shake them. Toddlers develop their fine motor skills as they play imaginatively creating birthday cupcakes from play dough. Staff encourage them to squeeze, roll, stretch and pull the dough. They confidently use tools, such as rolling pins to flatten the dough and scissors to cut into it. Pre-school children use pens to trace letters on a writing wall. Staff support them to recognise and write the letters that form their names.

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

- Children with special educational needs and/or disabilities are supported well. Staff work closely with parents and other professionals to provide targeted support that helps individual children make progress. The manager ensures that additional funding such as early years pupil premium is used carefully to support any emerging gaps in children's learning and to broaden their experiences.
- Parents comment positively about the progress their child has made since attending the nursery. They feel that staff communicate well with them. Staff keep them informed about their child's development through regular parents' meetings and daily discussions. Parents comment that they particularly like an online app the staff use to send them regular updates throughout the day, including photos of their child playing.
- An effective key-person system is in place. Staff know individual children well and recognise when they are tired or need comfort or reassurance. Babies are very settled and have strong bonds with the staff. They benefit from the calm and sensitive interactions they receive. Staff in the baby room get down to the babies' level to play with them. Babies develop their communication skills as they copy sounds, single words and facial expressions that staff make.
- Staff support children to understand similarities and differences. Family photos are displayed in the children's rooms and staff talk to them about who lives with them and who the special people are in their lives. Children's' individual cultures

and heritage are reflected in planned activities to help them celebrate what makes them unique.

- Children demonstrate good imaginative skills. Toddlers play with dolls and talk to them as though they are real babies, rocking them in their arms and singing to them. They carefully change their nappies and put the 'babies' to bed. Staff talk to them about their babies and encourage them to prepare a meal for them. This encourages the toddlers to further use their imagination and be creative.
- The manager has a clear vision of what they want the children to learn and experience during their time at the nursery. Staff understand what individual children know and can do and what they need to learn next. However, staff do not plan well enough for outdoor play. Opportunities for children to benefit from fresh air and take part in physical exercise outdoors are not consistent. Some children spend very limited time outside.
- Good hygiene measures are in place and children are supported to be independent in their self-care skills. They know that they need to wash their hands to get rid of germs that may make them poorly. Children are provided with healthy, nutritional meals and are encouraged to drink water regularly throughout the day. However, staff fail to engage toddlers and pre-school children in conversations about what they are eating and the positive impact that making healthy food choices has on their bodies.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a clear understanding of their roles and responsibilities to protect children and keep them safe. They ensure that any concerns about a child's well-being are documented and reported to the designated safeguarding lead. Staff know how to follow the whistle-blowing policy should they be concerned about the behaviour or conduct of another staff member. Staff complete risk assessments to help minimise potential hazards and ensure that the environment is safe for children. They are appropriately deployed to ensure that children are well supervised as they play. Staff are trained in paediatric first aid and follow the correct procedures in response to accidents.

What does the setting need to do to improve?

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

- increase opportunities for all children to have fresh air and physical exercise
- promote children's understanding of the importance of eating a well-balanced diet and the need to make healthy food choices.

Setting details

Unique reference number	2546247
Local authority	Leicestershire
Inspection number	10208973
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	86
Number of children on roll	109
Name of registered person	The Childcare Company (Oadby) Ltd
Registered person unique reference number	2546246
Telephone number	0116 2716161
Date of previous inspection	Not applicable

Information about this early years setting

St George's Nursery School registered in 2019 and is located in Oadby, Leicestershire. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 5, and 12 hold early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- This was the first routine inspection the provider 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 setting.
- The manager led the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out joint observations of a small-group activity with the manager.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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