

# Inspection of Gingerbread 2 Nursery

Launde House, Harborough Road, Oadby, LEICESTER LE2 4LE

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Inspection date: 21 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Pre-school age children laugh with delight as they sneak up behind a member of staff and shout, 'peek-a-boo'. Staff in the baby room know that children enjoy playing with small-world animals. Babies notice that the sand pit has been brought out. They walk quickly to this and play with their favourite animals that have been placed on the sand. Babies confidently tell adults the names of the animals and the sounds they make. At lunchtime, toddlers know that some foods might be hot. They know to blow on their food to cool this down and ask staff for support in doing this. Staff describe to the children what they need to do so that they learn to keep themselves safe as they eat.

Children concentrate on the exciting activities that staff have set out for them. Babies keep trying as they place shapes in a shape sorter, and continue to try as they move the sorter upside down. Staff are responsive to children and give them responsibilities. For example, pre-school children enjoy holding the door for their friends as they go outside to play. Babies start to help staff to sweep up spilled sand. Staff notice this and show them how to use a dustpan and brush so that they can help. Pre-school children hear and use complex vocabulary, such as the word 'fragrant' when talking about the scent of a flower.

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

- Staff know it is important that children become good communicators. When toddlers say 'huh', staff correct them and tell them that the correct word is 'pardon'. At lunchtime, staff talk to pre-school children in full sentences, asking them if they would like pasta. Staff learn songs such as 'heads, shoulders, knees and toes' in different languages so that babies who speak English as an additional language hear simple, single words in their home language.
- Leaders recently introduced a meditation session for the pre-school age children. This helps to support children's concentration and listening skills ready for the next stage in their learning. Children focus and follow staff's instructions as they are told how to control their breathing. They persevere as they copy difficult arm movements to strengthen their muscles. On occasions, staff do not offer support for those children who find the movements too challenging.
- Staff know the children well and understand what they want children to learn next. The rooms are set out with interesting resources that support children's all-round development. Staff ask babies to dance as they listen to music to support their physical development. Toddlers start to develop strength and control in their arms as they hold a paintbrush and paint a picture. Pre-school age children are asked to find their name and picture and register their attendance, to support their pre-reading skills.
- The nursery has a designated member of staff who supports children with

special educational needs and/or disabilities (SEND). This member of staff works alongside other staff and completes observations of children to help identify any concerns regarding development. Staff work alongside other agencies and follow suggestions that are given.

- Staff are good role models and remind children to say 'please' and 'thank you' throughout the day. Children are praised by staff for their achievements. They are gaining a sense of self-esteem and are keen to share with their friends when they have done something they are proud of. For example, children shout out, 'I got it' as they successfully touch their toes during an activity. On occasions, children who are upset are not supported by staff to understand why they are feeling this way.
- Staff support children to be independent. They encourage babies to pick a piece of apple from a bowl and hold this themselves to eat. Toddlers are asked to go and wash their hands before lunch. A member of staff stands close by to offer support. Pre-school age children serve themselves lunch. They take turns waiting for their friends to scoop the pasta from a large bowl onto their plates.
- Leaders have recently recruited a new manager and a new deputy at the nursery. The new manager has updated the current process for one-to-one meetings with staff and has plans to observe staff practice even further. While staff have had regular meetings, the targets that they were set are not always specific enough to support them to develop knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know what signs might indicate that children are at risk of harm. If they have concerns, they know to share this information with the manager. They understand the correct action to take if they had a concern about a member of staff's behaviour. Staff record any injuries that children arrive with and seek explanations from parents as to the cause. They have received appropriate first-aid training so that they can respond in the event of a medical emergency. Staff make sure that they follow children's dietary requirements so that children only eat food that would not harm them.

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

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

- support staff so that they know how to engage all children in larger group activities
- strengthen staff's knowledge about how to help children recognise and manage their own feelings
- strengthen meetings with staff to ensure they are aware of their roles and responsibilities.

## Setting details

<b>Unique reference number</b>	EY440555
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10213318
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	90
<b>Name of registered person</b>	Gingerbread Cottage Playgroup Limited
<b>Registered person unique reference number</b>	RP907362
<b>Telephone number</b>	0116 2711165
<b>Date of previous inspection</b>	31 August 2016

## Information about this early years setting

Gingerbread 2 Nursery registered in 2011 and is located in the Oadby area of Leicester. The nursery employs 12 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one is qualified at level 4 and five are qualified at level 3. The nursery opens Monday to Friday all year round, apart from closing for a week in each of the main school holiday periods of Easter, summer and Christmas. Sessions are from 7.45am to 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Christy Dave

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 a joint observations of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to a parent during the inspection and took account of their views.

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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