

Inspection of Guildhall Nursery and Preschool

Mansion House, 41 Guildhall Lane, Leicester, Leicestershire LE1 5FQ

Inspection date:

12 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

All children are warmly welcomed by the friendly staff as they arrive at nursery. Those who are new or are returning to the setting after time away are offered care and reassurance. Children settle quickly and show that they feel comfortable in the environment. Staff provide activities that they know children are interested in. However, these are not always well planned to maintain children's sustained focus on learning. At times, staff are not clear what they want children to learn or how to interact with them to help them build on what they already know and can do. For example, staff ask pre-school children to name what colour paper they want to use during a sticking activity. However, they do not promote more in-depth discussion to enable children to extend their knowledge further.

Babies respond positively to staff as they talk to them. They crawl towards toys that interest them and pull themselves up to a standing position using well-placed furniture. Toddlers recall activities that they have been involved in before. They cannot help but show their excitement as, with staff, they show they have remembered how to use sheets and a table to make a den. Pre-school children show their joy when it is time to play outside in the newly accessible outdoor play space. They respond to staff's request for them to put on their shoes and coat. They know to line up with their friends and then to walk carefully down the stairs.

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

- Since the last inspection, leaders and the manager have worked hard to address actions raised at the last inspection. They explain how they have implemented a clear action plan to help them to continue to make improvements to the quality of the provision. Changes to the environment have helped to create a safe and more positive space for children to play and learn in. Arrangements for the ongoing supervision and coaching of staff have been introduced to help staff to develop their knowledge, understanding and skills. This has begun to have a positive impact, however, it is not yet fully embedded to ensure that good practice is consistent throughout the nursery.
- Staff are aware of what children are interested in. They gain a knowledge of children's backgrounds, including languages that they may speak at home, and what they know and can do. Staff identify what they want children to learn next and use this to provide activities that they know children will enjoy. However, at times these activities lack purpose and challenge. Staff's interactions with children do not always help children to extend their knowledge and skills to help to prepare them for their future learning.
- Children have warm relationships with staff and develop friendships with each other. Staff are caring and attentive and make sure they are aware of children's individual care and health needs. They are aware when younger children are

tired and ensure they have space to rest comfortably. Children are provided with meals and snacks throughout the day. Staff ensure that foods offered reflect children's individual dietary needs and preferences, and help to support their good health.

- Staff gather information from parents about children when they first start at the setting. They encourage a two-way exchange of information as they talk with parents when they drop off and collect their children. Staff provide information about the children's day and what they have played with. However, staff are less successful in providing detailed information to parents about how they can further support their children's learning and development at home.
- Children are familiar with the daily routine and regularly participate in group activities, such as circle time. However, at times, staff do not organise these well or match them to children's individual needs. Staff are not always confident to adapt the routine and fail to take into account children's needs at different times of the day. This results in some children not being engaged in meaningful learning during these times of the day.
- Children of all ages demonstrate an interest in their learning. They explore the environment and make choices about what they would like to play with. Staff respond positively to children's interests and ideas, providing the resources that they need. For example, pre-school children sit alongside their friends at the table to take part in a creative activity. They use glue, glitter and coloured paper to make pictures. Toddlers invite staff to join them in the role-play area, and make them 'dinner' and 'cups of tea'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the manager have taken steps to ensure that all staff have an up-to-date knowledge and understanding of safeguarding policies and procedures. Staff are aware of the signs and indicators that a child may be at risk of harm. They know how to report any concerns. Risk assessments of the premises identify any hazards that may pose a risk to children. The manager monitors these to ensure that they are consistently implemented and that the premises remain safe and suitable for children. Staff are deployed effectively to ensure that children are supervised appropriately. The manager ensures that she implements effective procedures to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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provide a clearly planned curriculum in order to expand and consistently challenge children's development and to help prepare them for their future learning.	01/09/2022
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To further improve the quality of the early years provision, the provider should:

- continue to help staff to improve the quality of their interactions with children to enable them to build further on children's learning
- improve partnership with parents to ensure an ongoing two-way exchange of information, so that parents are kept informed and are able to support their children's learning at home
- improve the organisation and planning of group activities and daily routines to ensure that all children can participate and benefit from the experiences.

Setting details

Unique reference number	EY557987
Local authority	Leicester
Inspection number	10237891
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	56
Number of children on roll	33
Name of registered person	Stars In The Making Day Nursery Ltd
Registered person unique reference number	RP557986
Telephone number	0116 4296607
Date of previous inspection	26 October 2021

Information about this early years setting

Guildhall Nursery and Preschool registered in 2018 and is located in Leicester City centre. The setting opens Monday to Friday from 7am until 6pm, 51 weeks of the year, closing only for bank holidays and a week at Christmas. The setting employs eight members of staff, six of whom hold early years qualifications. The setting offers funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Muddimer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The manager and inspector completed a learning walk together, so the inspector could find out about the manager's intent for the nursery curriculum.
- The inspector held a meeting with the nursery leaders and manager. They looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.

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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