

Inspection of Allsorts Nursery School Ltd

15 Ashby Road, Hinckley LE10 1SG

Inspection date: 16 August 2022

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| 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 | Good |
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What is it like to attend this early years setting?

The provision is good

Children benefit from interactions with staff who know them well. For example, if children are upset when they arrive, familiar staff provide them with comfort. Children sit on their knee until they feel safe, and confident enough to explore and investigate on their own. Children know and follow the routine in the nursery well. They take responsibility for caring for the environment as they help staff to tidy away toys when asked. Children proudly wear lanyards that indicate to others they are the helpers of the day. They work together to lay a table cloth, and set cups, water and cutlery out before mealtimes.

Children are keen to explore and investigate the toys and resources available. For example, they show good imaginative skills when they use sand and water to make pretend cement. Children use toy trowels to lay their cement on foam bricks. When staff offer ideas, such as to put the cement into a bucket so it is nearer the bricks, children reply 'that's a good idea!' Children value the contributions that staff make to their play. They learn skills for the future, such as to pay attention and concentrate. They sit well as they listen to staff read stories. Children take an active part in the story telling. They hold soft toys that reflect characters in the story and join in saying repeated phrases, such as 'I will blow your house down'.

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

- The manager demonstrates a clear vision about her intention to provide a curriculum to support children's learning. She focuses on encouraging children to develop their communication, language and social skills. For example, staff repeat words if children say them incorrectly, helping them to hear the correct pronunciation. Staff provide group times where children learn to share and take turns with others. However, occasionally, staff do not plan some group activities well enough. When children show an interest in an activity, they are not always encouraged to join in and, therefore, do not benefit from the learning taking place.
- Positive behaviour is actively promoted by the manager and staff. For example, children are shown respect, such as when staff ask them if others can join their play. Children are given clear explanations about the rules of a game before they play it, helping them to know what is expected of them.
- The manager and staff support children to be emotionally ready for their move on to school. For example, they invite teachers into the nursery to see and interact with the older children. This helps them to become familiar with the adults that will be caring for them.
- The manager and staff identify that some children struggle with large-muscle skills due to their circumstances at home. Because of this, children are offered plenty of opportunities to play outside in the large garden. Children develop their

balance and coordination when they ride on toys and climb on larger apparatus. They have plenty of space to run around, squealing with excitement when they pretend that one of their friends is a monster and is chasing them.

- Parents say that staff are genuine, approachable, and provide a home-from-home environment for their children. However, staff do not consistently provide all parents with enough information about their children's development, and how they can work in partnership with them to help children to progress further in their learning.
- The manager has made improvements to the garden to provide further opportunities for children to learn about nature and recycling. For example, a wildlife area is available for children to learn about insects. Children use plastic milk cartons to make bird feeders and hang these in the trees.
- Children who speak English as an additional language are supported, which gives them a sense of belonging in the nursery. For example, they are provided with opportunities to listen to nursery rhymes in English and their home language. Children make very good progress in their understanding of English and speak clearly to both staff and their friends about their needs and wishes.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know how to identify if children are at risk of harm. Policies and procedures are in place that provide the manager and staff with information about where to report concerns about children's welfare. The manager works in partnership with other safeguarding agencies to provide a multi-agency approach to promoting children's safety. The manager talks confidently about the procedure the staff will follow in the event of a critical incident in or around the nursery. For example, staff ring a loud bell to alert others to a possible incident and take children to a safe place. This helps to promote children's safety.

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 implement planned activities to fully involve all children who want to join in so they can benefit from the learning taking place
- enhance systems for sharing information with parents about their children's learning and development.

Setting details

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| Unique reference number | EY476899 |
| Local authority | Leicestershire |
| Inspection number | 10219820 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 2 to 4 |
| Total number of places | 16 |
| Number of children on roll | 21 |
| Name of registered person | Allsorts Nursery School Ltd |
| Registered person unique reference number | RP902041 |
| Telephone number | 01455 699197 |
| Date of previous inspection | 4 August 2016 |

Information about this early years setting

Allsorts Nursery School Ltd registered in 2014 and is situated in Hinckley, Leicestershire. The nursery employs three members of childcare staff, of which two are joint managers. Of these, two hold appropriate early years qualifications at level 3 and one who holds qualified teacher status and early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 5pm. 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 and the inspector completed a learning walk together of all areas of the nursery and discussed how she intends 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 and the manager at appropriate times throughout the inspection. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector carried out a joint observation with the nursery manager.
- 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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