

Inspection of Gingerbread Mews

220 Fosse Road South, Leicester, Leicestershire LE3 0FU

Inspection date: 5 August 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 are happy and settled in the nursery. When visitors arrive, they run up to them and give them a hug. Throughout the day, older children show confidence and curiosity about visitors and engage them in conversations. Very young babies receive undivided attention. The staff in the baby room are kind and caring and, in return, the babies are contented and explore independently. Pre-school children have good imaginations. They use real fruit and vegetables to make imaginary meals for their dinosaurs. They make eating sounds as they pretend the dinosaurs are eating, such as 'nom, nom'. Children use their senses to explore the different materials and textures placed in the dinosaur 'scape'. They especially like the chocolate smelling swamp.

Children thrive as staff encourage their persistence and resilience. For example, when children say they cannot walk across the tyres unaided, staff say 'Yes, you can' and suggest a friend to take their hand and help them. As children follow their advice, and make progress, they grow in confidence and say 'I don't need your hand now' before getting to the end and proudly commenting 'I did it'. Pre-school children and toddlers are very kind to one another and play harmoniously together. When stirring ingredients to make play dough the children hold the bowl steady for each other.

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

- The small staff team and manager work very well together. Staff comment they enjoy working in the nursery and feel well supported. They say the manager is very approachable. Staff receive regular support and attend development meetings to set targets for their future professional development. However, there is scope to focus these more sharply on raising staff practice to an even higher level.
- Babies thoroughly enjoy a songs and rhymes session. They join in with actions, pointing to their feet and making stars with their hands. This helps to promote babies' understanding and promotes early language development.
- Staff have a clear curriculum focus that begins with topics and builds on children's interests. Staff in each group room know what they want children to learn before they move on to a new room in the nursery, or move on to school. For instance, babies learn simple words and develop confidence to leave their main carers. Pre-school children are learning to follow daily routines and become independent in managing their own self-care needs.
- Staff provide an inclusive environment. They support children to recognise their uniqueness and develop a positive attitude to people's differences. Photos displayed in group rooms represent and celebrate the different families who attend the nursery. Babies start to recognise their own family members and

point at their photos. This helps children to know they are valued.

- Staff give children tasks to do, helping them to feel a sense of responsibility. At lunchtime, children hand out plates and cutlery to their friends. Children demonstrate their good manners and respond with a thank you.
- Parents are positive about the nursery and the staff. They comment that their children have made good progress in their communication and language. Parents appreciate the updates they receive about their children's activities and achievements. However, staff do not share information to further encourage parents to continue to support their children's learning at home.
- Staff promote good hygiene practices, and help children to learn how to keep themselves healthy. They remind children to drink water on warm days, and comment 'You don't want to dehydrate.' Staff encourage children to wash their hands, particularly after sneezing.
- Staff support children who speak English as an additional language well. They learn key words in children's home language and use these alongside English. For example, staff ask if children want some leche and then follow this up with the English word, milk. As a result, these children make good progress in their speaking skills.
- Staff are mindful to offer a range of different experiences, such as messy play and the opportunity to be physical and play in a large, well-resourced garden. This contributes to children broadening their horizons and developing skills for their future learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs and symptoms a child may be at risk of harm. They understand their duty to report concerns in a timely manner, to ensure children are kept safe. The manager has a secure understanding of safer recruitment processes to ensure the suitability of staff working with children. Staff regularly risk assess the environment to identify and remove any potential hazards. The premises are secure, and protected by a closed circuit television system in all areas, indoors and outside. Staff know they must not allow children to leave the nursery with anyone not known to them. A password system is in place, to be used in the event a parent needs someone else to collect their child.

What does the setting need to do to improve?

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

- strengthen development plans to focus on raising staff's teaching to a consistently high level
- provide parents with further ideas and suggestions to extend their child's

individual learning at home.

Setting details

Unique reference number	2529348
Local authority	Leicester
Inspection number	10208409
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	42
Number of children on roll	32
Name of registered person	Gingerbread Cottage Playgroup Limited
Registered person unique reference number	RP907362
Telephone number	0116 2299006
Date of previous inspection	Not applicable

Information about this early years setting

Gingerbread Mews registered in 2019. They are located in Leicester. The nursery employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Sharon Alleary

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 nursery.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of written feedback offered.

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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