

Inspection of St. George's Nursery School

Drury House, 50 Leicester Road, Narborough, Leicester, Leicestershire LE19 2DF

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 smile as they are greeted by their key person, and then walk confidently to their rooms. Children show their strong relationships with their key people. Children build a sense of self from the moment they arrive. Older children find their name and photo from a board. They place them on the self-registration board. Babies watch as their key person hangs their belongings up and places their water bottle in a basket.

Throughout the day, children show respect for one another and staff. Pre-school children work together to make a long 'colourful snake' on the floor. They piece together small cube bricks to make it longer. They revisit this alongside staff at different points in the day. Staff and children lay down next to it to see how tall they are. Staff encourage children to count and name their snake. Toddlers hand each other carrots in the play kitchen to cook with. Babies carry other children's water bottles to them after being shown by staff who it belongs to. Children behave impeccably well and are aware of the expectations staff have for behaviour. Staff model behaviours and support children to engage with the environment. For example, when staff give pre-school children instructions, they put on protective goggles, hold a hammer and tap nails into foam.

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

- Leaders and managers have a strong understanding of child development and they are aware of what they want children to learn. This supports them in creating a stimulating and engaging environment for children. Children have access to a range of resources that cover all areas of the early years foundation stage. This supports children to be ready for their next stages of learning, including those who have special educational needs and/or disabilities.
- Children are supported to build independence. Babies are encouraged by staff to hold cutlery and feed themselves. Toddlers are supported by staff to practise holding jugs to pour their own drinks. Pre-school children use large spoons to self-serve their food. They use knives and forks to eat.
- Staff support children to build awareness of how to keep themselves safe and healthy. Pre-school children share their awareness of keeping safe and healthy at group time. They talk about needing to have their sunhat and sun cream on before going out into the sun. Younger children find their own hats before going outside.
- Children are helped by staff to learn about emotions. As a result, pre-school children can openly talk about how they feel. They tell staff they feel 'angry' because their friend did not want to play the same game. Staff support children to understand that these emotions are okay. Staff find solutions with children to help them to feel happy again. Staff name emotions with younger children and

talk about the faces that babies pull in the mirror.

- Staff report that they feel supported by leaders and managers. They add they have meetings and supervisions about their practice, which improves how they work with children. Staff have access to a range of training opportunities. They share how this improves their knowledge, such as the signs and symptoms of abuse.
- Most staff support children's communication and language development. Pre-school children use new vocabulary and share their ideas exceptionally well. For example, children sit together at lunch, they share ideas about spicy food and what items they have tried before. Staff extend the conversation, enthusiastically and consistently. Staff model and repeat new vocabulary with toddlers to use in their play. For example, staff use a story to introduce animal names to children. Children use the names as they re-enact the story with staff.
- Younger children in the nursery do not have consistent verbal interactions with staff. Children sometimes spend long periods of time without consistent or meaningful interactions. For example, a group of three children sit on the floor playing with baby bottles, put items in their mouths, drop them and pick them up. Staff sit close by but do not engage with the children.

Safeguarding

The arrangements for safeguarding are effective.

Staff, leaders and managers understand their responsibilities in order to support children and their families. They have knowledge of the signs and symptoms of child abuse and who to contact if a family or child is at risk. Staff are aware of how to raise concerns about other staff members and know how to report this. Managers have robust recruitment processes, to check new staff's suitability to work with children. They check current staff's ongoing suitability through general meetings and questionnaires about their well-being. Managers, leaders and staff have developed safe environments for children.

What does the setting need to do to improve?

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

- support staff working with younger children to develop the consistency of communication and interactions, to ensure children are introduced to language and communication skills.

Setting details

Unique reference number	2546087
Local authority	Leicestershire
Inspection number	10215559
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	88
Number of children on roll	60
Name of registered person	The Childcare Company (Narborough) Limited
Registered person unique reference number	2546086
Telephone number	01162865170
Date of previous inspection	Not applicable

Information about this early years setting

St George's Nursery School registered in 2019. The nursery employs 13 members of childcare staff. Of these, one holds a level 2 qualification, eight hold level 3 qualifications and one holds a level 4 early years qualification. The nursery opens Monday to Friday with sessions between 7.30am and 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alice Anders

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 their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 joint observations during the morning session.
- 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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