

# Inspection of St George's Nursery School

Unit 24, Warren Park Way, Enderby, Leicester, Leicestershire LE19 4SA

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Inspection date: 3 August 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children clearly feel safe and secure. They form positive relationships with staff, who are very attentive and sensitive to their needs. For example, staff in the baby room swiftly recognise when babies are tired and need a cuddle. Babies thoroughly enjoy being creative as they explore vegetables in paint. They move on to explore their senses further as they taste and smell citrus fruits. Babies are very expressive and say 'ooh' as they suck on a lemon. Toddlers use their hand-to-eye coordination to carefully press pieces of uncooked spaghetti into dough to create imaginary birthday cakes. Pre-school children demonstrate their creativity as they make their own play dough flavoured with peppermint. They thoroughly enjoy using the mixture to offer different pretend dishes to visitors.

Children show high levels of independence. Toddlers find their indoor shoes and put them on. They proudly say 'ta da' and show staff what they have achieved. Pre-school children confidently serve themselves salad at lunchtime and carefully carry their plate back to their place setting. This prepares them well for their next stage of learning, such as starting school. Children develop delightful relationships with their peers. When a friend arrives for the afternoon session, they are given a big 'shout out' to announce their arrival and are greeted with a massive hug.

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

- The manager has a clear vision for the nursery. She is committed to providing children with the best start in their early education. A clear development document is used as an ongoing tool to set out action plans to help improve outcomes for children. For example, staff strive to further develop the already good opportunities for children to develop their literacy and numeracy skills.
- Staff work well together and there is a calm, happy atmosphere throughout the nursery. Staff say that their mental health and well-being are supported well. They comment on the motivating treats they receive each month. The manager carries out regular one-to-one meetings to provide staff with ongoing coaching and mentoring. However, the manager recognises that there is more she can do to target staff's professional development further, to enable them to develop their teaching skills to an even higher level.
- Staff support children's communication skills well. For instance, they introduce new words and use repetition to help children remember them. Babies babble happily and use facial expressions and gestures to express their needs and wants. Staff working with toddlers ask questions that encourage children to think and respond, such as 'Can you tell me how many candles you have?'. Children use their counting skills and reply 'One, two, three, four'.
- Staff know the children they look after well. They assess their development and know what they want the children to learn next. The curriculum reflects this and

takes account of children's current interests. For example, staff encourage older children to share their ideas during play, such as when children use their imagination and role play at being a doctor.

- Staff have respectful relationships with the children. They ask 'Please may I come through, thank you?'. This respect is reflected in the children's behaviour, which is very good. Children respond to gentle reminders from staff to say 'please' when they ask for something.
- Staff make sure children get daily fresh air and exercise. The outdoor areas provide opportunities for children to develop their physical skills. For example, toddlers climb and slide on the large wooden pirate ship.
- Staff promote healthy eating and healthy lifestyles. Children are encouraged to wash their hands before eating lunch. Staff talk to the children about which foods are healthy. Children say, 'Spinach is healthy. It makes you strong.'
- The nursery welcomes a multicultural, diverse range of children. Staff find out about children's different heritages and cultures and use this information to help represent each child in the nursery. Displays of children's families are in each room. This helps children to understand they are all different and all unique.
- The managers and staff are responsive to any delays in children's development. They identify gaps in children's learning and work in partnership with parents and other professionals to provide early intervention for children, to enable them to reach their potential.

## Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify a child who is at risk of harm. They are fully aware of the procedures they should follow, and the organisations they should inform, if they have any concerns about a child's safety or welfare. Staff understand how to report an allegation made against their colleagues. They complete regular safeguarding training to ensure their knowledge is up to date. Safeguarding is discussed at staff meetings and updates are shared. Managers follow an effective recruitment procedure to check the suitability of new staff. Furthermore, ongoing suitability checks are carried out to ensure staff remain suitable to work with children.

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

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

- implement a focused professional development programme that further enhances staff's knowledge and skills.

## Setting details

<b>Unique reference number</b>	2546478
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10215576
<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>	85
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	The Childcare Company (Enderby) Limited
<b>Registered person unique reference number</b>	2546477
<b>Telephone number</b>	0116 2849700
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St George's Nursery School re-registered in 2019 and is located in Enderby, Leicestershire. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above, including the manager who has a level 6 appropriate early years degree. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am 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 provider.
- 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 emails 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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