

Inspection of Nurture Me Day Nursery

Rugby Road, Lutterworth, Leicestershire LE17 4HN

Inspection date: 4 August 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 confident about doing things for themselves. Pre-school children serve themselves at lunchtime and confidently clear their own plates away afterwards. At snack time, staff encourage toddlers to practise their filling and pouring skills. The children take it in turns to pour themselves a cup of milk from a jug.

The children settle well, both when they first start at the nursery and when they move up within the nursery, as they get older. Staff focus on ways to help children to settle quickly, and support them to feel safe and secure. This is especially true for those children who started attending during or after the COVID-19 restrictions and who may have mixed less with other children and adults before coming to nursery.

Very young children in the baby room sit around a table together at snack time and happily enjoy their snack of crackers and juice. When a baby becomes upset as a member of staff walks away, another staff member comforts them and they soon settle down again. Babies enjoy building towers of three bricks, and staff praise them when they manage to stack the bricks and then knock them down. This makes the babies giggle with excitement.

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

- Managers have carefully considered their ambition for children to develop their independence and emotional well-being. They help children to build resilience and to do things for themselves. Staff encourage children across all group rooms to progressively take on more responsibilities as they get older. They encourage children throughout the nursery to become confident in their own abilities. For example, as children finish their snack, staff encourage them to go and find another child to come to the table for their turn. They support children to be confident, as they give them the next child's photo to help them remember which child to approach.
- Staff engage in thoughtful conversations with children of all ages throughout the day. They read familiar stories and sing songs together. This helps children to develop their listening, understanding and speaking skills. However, there are times when staff do not always give children enough time to process what they are hearing between asking them a question and waiting for a response.
- Staff support children's learning as they encourage their ideas and validate their interests. Children enjoy a range of activities, such as practising using scissors to cut spaghetti. As one child decides to 'cook' his spaghetti, staff extend this interest as they bring the pretend cooker over and supply additional pots and pans. This enables children to further develop their imaginative ideas, as together, they use the play oven and utensils to pretend to cook a meal.

- Staff routinely bring numbers into activities that children engage in during the day. For example, they often count with them, and encourage children to use a ruler to measure the pieces of spaghetti they are cutting. However, staff do not always extend this learning further to help develop children's understanding of mathematical concepts and ideas.
- Children behave well throughout the nursery. Staff ensure that routines are consistent so that children are clear about what is going to happen next. Children listen carefully to instructions and quietly wait their turn at snack and lunchtime.
- Parents say that their children enjoy coming to nursery and describe how well their children have progressed. For example, children's walking improved a lot in the weeks after they started attending and children's speech has really improved.
- All the children make good use of large outside areas. Children are able to choose throughout the day whether to play inside or outside. There are well-equipped areas for 'risky play' where children can play with planks of wood and crates, supervised by staff. Children develop confidence as they are encouraged to talk through their ideas and about the choices they make as they play. This helps children to learn to understand what is safe for them to do and enables them to have a go at balancing and climbing.
- Children gain an understanding of what makes them unique. Differences between children are celebrated and children are encouraged to appreciate festivities from each other's backgrounds. For example, children enjoy splashing paint on a fence to celebrate the Hindu festival of Holi.
- Children who may have special educational needs and/or disabilities progress well and staff make every effort to ensure that they access any wider support that they may need. Staff also support parents to understand their child's needs. For example, they give parents ideas about what might help their children to develop a good sleep pattern.
- Staff listen to the interests that the children express. They consider children's talents and what they need to learn next when they plan activities. For example, some children are interested in bees that they see in the garden. Staff build on this interest by setting up a range of activities on this theme, including providing black and yellow crayons and paper which children use to draw pictures of bees. This helps them to practice their fine-motor skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms of abuse and neglect. They know how to report any concerns they may have about a child's well-being. The nursery leaders have robust arrangements in place to safeguard children, including checking the suitability of staff during the recruitment process. They also make sure staff are aware of whistle-blowing processes to report anything they are concerned about in the nursery. Staff read a picture book to older children that introduces them to online safety in a simple way, and this helps children to begin

to build their awareness.

What does the setting need to do to improve?

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

- develop staff skills to further extend children's learning in communication and language by asking questions and developing conversation skills
- improve how activities are planned and organised to further develop children's understanding of mathematical concepts and ideas.

Setting details

Unique reference number	2541529
Local authority	Leicestershire
Inspection number	10215363
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	106
Number of children on roll	179
Name of registered person	Nurture Me Day Nursery Ltd
Registered person unique reference number	2527832
Telephone number	01455 698141
Date of previous inspection	Not applicable

Information about this early years setting

Nurture Me Day Nursery registered in 2019 and is located in South Leicestershire. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 37 members of staff. Of these, 25 have appropriate qualifications ranging from level 2 to level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ann Carter

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the manager carried out a learning walk together of all areas of the setting.
- The inspector looked at relevant documentation.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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