

# Inspection of Markfield Day Nursery

220 Leicester Road, Markfield, Leicestershire LE67 9RF

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Inspection date: 6 October 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enter the nursery happily. They separate quickly from their parents and join the other children. Children sit together for the welcome session and confidently join in with singing the 'hello' song. They enjoy spending time with their friends and smile and laugh together while they play. Children work together and offer support as they choose to paint. They stand next to their friends and watch them as they use brushes to paint, pointing to the parts of the paper where they need to paint next. All children develop positive attitudes to learning and remain engaged for prolonged periods of time at self-chosen activities. For example, younger children concentrate as they explore small plastic animals in a tray. They listen as staff name each animal and introduce the different sounds they make.

Children develop secure relationships with staff that help them to feel safe and confident to explore the environment. They seek staff reassurance and enjoy a cuddle when needed. Children gain a sense of self, as staff ask them for their ideas and encourage them to share their likes and dislikes. For example, as children play imaginatively in the pretend kitchen, they are encouraged to discuss foods they enjoy. Children express their preference for marmalade and jam in their sandwiches.

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

- Staff and managers have a clear understanding of child development and what they want children to learn. All children are supported to be ready for their next stages of learning, including children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.
- Children develop their physical skills, indoors and outdoors. They access a good range of bicycles and other wheeled toys outside. Children enjoy playing in the woods, where they learn to climb trees and balance across rope bridges. Younger children develop their small-muscle skills as they use cutters and manipulate play dough.
- Children's communication and language is supported well. Staff repeat sounds and use single words as they support younger children. They share eye contact and introduce new sounds that make children smile. Older children confidently join in conversations with staff. Staff skilfully extend children's language as they introduce new words and ask open questions.
- Children are supported to develop their mathematical understanding. For example, younger children are encouraged to look at similarities and differences as they look at books. Staff use mathematical language as they introduce new concepts, such as 'more' and 'less', during discussions about quantities. Older children are encouraged to name and search for different numbers hidden in the trees and bushes as they play in the woods.

- Children are encouraged to develop their independence. Younger children are offered a tissue and encouraged to wipe their own noses. Older children get in their all-in-one coats and put their own wellies on before going outside to play.
- Parents share that their children enjoy lots of different experiences and participate in a wide range of activities while at the nursery. They receive information regarding their children's development and next steps in learning. This enables them to support children to further practise skills that staff have introduced. For example, parents state that they now encourage children to pour their own drinks.
- Children learn to identify and manage risks to keep themselves safe. For example, children learn how to use small tools and large equipment safely to avoid hurting themselves. However, staff do not support children to further build on their understanding of the potential risks when using the internet outside of the setting.
- Staff feel supported by leaders and managers. They benefit from regular supervision meetings and receive appropriate support. Staff talk to leaders and managers about their continual professional development.
- Children behave well and understand what is expected of them. Staff are good role models and offer gentle reminders when needed regarding behaviour boundaries. Younger children begin to make friends as they play alongside each other and show an interest in what other children are doing.

## Safeguarding

The arrangements for safeguarding are effective.

Staff and managers have a strong knowledge of signs and symptoms of abuse. They attend safeguarding training to support their knowledge of local safeguarding concerns, such as county lines and the 'Prevent' duty guidance. Staff and managers are confident to make a referral to appropriate agencies if required. The staff and managers ensure that the environment is safe for children. They undertake regular risk assessments and make adaptations where necessary. Managers follow a rigorous recruitment process to ensure new staff are suitable to work with children. They regularly check existing staff's ongoing suitability.

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

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

- support children to further develop an age-appropriate understanding of potential online risks, particularly when accessing the internet outside of the setting.

## Setting details

<b>Unique reference number</b>	223241
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10234378
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	68
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Markfield Day Nursery Limited
<b>Registered person unique reference number</b>	RP902525
<b>Telephone number</b>	01530 249789
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

Markfield Day Nursery registered in 1999. The nursery employs 19 members of childcare staff. Of these, four hold level 2 early years qualifications, 12 hold a qualification at level 3 or above, including one at level 5. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded sessions for two-, three- and four-year-old children. It also offers holiday-club sessions for older 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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