

Inspection of Humberstone Day Nursery

11-13 St. Marys Avenue, Humberstone, Leicester, Leicestershire LE5 1JA

Inspection date: 15 November 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery and happily wave goodbye to their parents. Friendly staff greet the children at the door. The calm nursery has a welcoming atmosphere, meaning that children settle quickly. Staff are nurturing and caring towards the children. Babies show their happiness with beaming smiles. Older children enjoy laughing in the rain with staff. They play outdoors with powder paint and make patterns on the floor. Children demonstrate that they feel safe and secure.

Children are polite and kind to their friends. They take turns and share equipment, such as scissors and play dough tools. Children ask their friends, 'can I have a turn when you have finished?' They have a good understanding of how to manage their emotions and play well with their friends. Staff teach children skills to manage conflict. Children learn to behave well and respond well to staff instructions. They help to tidy up after the activities and sit calmly as they eat their lunch. Children understand and follow the nursery's routines, such as when it is time to brush their teeth. They have a clear understanding of why they need to do this. Children can confidently explain about tooth decay and say, 'they might get rotten'. Staff provide a wide range of activities for children.

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

- Children are confident and eager to learn. They communicate clearly and are able to ask for help when they need it. For example, during the 'doctor' role play, children ask staff to support them to put paper into envelopes. Children show increasing levels of independence. Younger children show a love of reading and are able to turn the pages of books. Toddlers serve their own breakfast and use jugs to pour milk.
- Staff use clear and concise vocabulary. They encourage young children to repeat single words, like 'more'. Older children use more complex words, such as 'pelvis' and 'ribcage'. Children's language is developing well.
- Staff feel well supported by the leaders. They report that their well-being and workload are good. Leaders are proud of the diversity within their team, and staff state how they feel valued. Staff feel comfortable approaching leaders about any problems or concerns.
- Children have a good understanding of early mathematical concepts. Staff encourage young children to find 'one more' during a ball game. Older children talk about the bones in the body. They explore comparative language, such as 'shorter' and 'longer'. They show they can use numbers accurately to count objects.
- Staff are attentive to children's needs and quickly comfort them if they become unsettled. They pride themselves on the secure attachments they have with the

children. The close bond between the children and staff members is evident. Staff know their key children very well and understand what they need to learn next.

- Staff are enthusiastic about creating an exciting environment for the children. They plan activities based on children's interests. However, some staff are not always clear about the skills they want children to learn during the different activities. At these times, learning is less effective.
- Leaders and staff work with external agencies to support children with special educational needs and/or disabilities. Staff implement strategies to support children and use aids such as visual prompts and timetables. They share these with parents, ensuring consistency for the children between the nursery and their home.
- Parents are happy and talk about the home-from-home environment that makes the nursery unique. They talk about the clear and frequent communication they receive from the staff. Parents understand what their children are learning and receive advice to support this at home.
- On the whole, staff support the children's learning well. However, leaders acknowledge that, at times, some staff do not always respond and adapt in the moment to ensure all children can participate. For example, when younger children display a lack of understanding of an activity, staff do not always adapt their teaching to meet their needs.

Safeguarding

The arrangements for safeguarding are effective.

All staff and leaders have a good understanding of safeguarding procedures and are able to identify the signs and symptoms that a child may be at risk of harm. Staff understand what to do if they have concerns about a child's welfare. They have a good understanding regarding safeguarding concerns, including 'Prevent' duty and county lines. Leaders have a robust recruitment and induction process and provide training on a weekly basis to strengthen staff safeguarding knowledge further. Staff supervise children well and understand how to risk assess the environment. This ensures that children are safe.

What does the setting need to do to improve?

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

- improve staff's skills in how to respond and adapt their teaching in the moment so that all children are supported to understand and participate in activities
- develop staff's knowledge of the curriculum intent so they are clear on what skills and knowledge they want individual children to gain from activities.

Setting details

Unique reference number	EY293485
Local authority	Leicester
Inspection number	10233658
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	45
Number of children on roll	52
Name of registered person	Foster George Limited
Registered person unique reference number	RP906532
Telephone number	0116 220 2143
Date of previous inspection	23 November 2016

Information about this early years setting

Humberstone Day Nursery registered in 2004. It is located in Humberstone, Leicestershire. The nursery employs 14 members of childcare staff. Of these, 13 hold an appropriate early years qualification at level 3, including one with early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Rachel Barsby-Robinson

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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- 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 told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The manager and the inspector carried out a joint observation outside.

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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