

# Inspection of Loughborough University Nursery

Loughborough Campus Nursery, Ashby Road, Loughborough, Leicestershire LE11  
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Inspection date: 7 February 2023

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

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

### **The provision is inadequate**

The provider has not notified Ofsted of changes in company directors. This means that required suitability checks have not been completed for those with oversight and governance of the nursery. This potentially impacts children's safety. Nevertheless, children arrive at the nursery happy and motivated to learn. Babies smile as they hide in boxes, and staff say, 'Peek a boo'. Younger children cuddle up to the staff as they share books. Children laugh as the enthusiastic staff try to crawl through a tunnel in the garden. Older children use an instant camera to take photos of each other. They study the photos together and say, 'That's me'.

Children access a wealth of learning activities throughout the nursery. Younger children play hide and seek with staff. Older children sit together on a large swing and learn to count backwards from 10. Children make marks on the ground with chalk. They use water and brushes to paint the climbing frame. Older children engage in group activities. For example, children sit in the garden and join in with a story about a dragon, told using a basket of props. They learn about new words, such as 'emperor' and 'Chinese'. Younger children step inside large boxes and pretend to drive their 'cars'. Children make imaginary dinners using real sweetcorn, peppers, onions and cabbage.

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

- The provider has not informed Ofsted about changes to persons who have taken on responsibility for this nursery. As a result, Ofsted has not been able to check new directors' suitability. Although these persons do not have ongoing childcare responsibilities, they do have access to children's confidential information and therefore potentially risk children's safety.
- Children across the nursery make good progress in their learning. Staff sit alongside younger children and support their communication and language skills. They sing 'Five Little Ducks' as children concentrate and explore bubbly water. Staff teach older children about cause and effect as they encourage them to stretch a sock over the top of a plastic bottle. This is challenging for older children. That said, children persist and keep trying until they succeed. They blow air into their bottle and watch as foam comes out of the sock.
- Staff support children with special educational needs and/or disabilities (SEND) well. They adapt activities to meet children's individual needs. For example, staff support children who become overwhelmed with a bubble activity in a quieter area of the nursery.
- Staff have high expectations for younger children's behaviour and conduct. For example, staff say thank you and use simple sign language as babies hand toys to them. Staff teach younger children to be careful when running inside. However, older children are not always taught how to keep themselves and

others safe. For example, they run inside and risk bumps as they rush from one activity to another.

- Children are learning to be healthy and independent. Staff help babies to serve themselves a snack of avocado and bread sticks. Babies sit in low-level chairs at the table and are encouraged to feed themselves. Older children pour their milk from a jug into open cups. They attempt to put on their coats and do up their zips. Children help themselves to tissues to wipe their noses and know to put the tissues in the bin.
- Children form attachments with the staff and demonstrate that they feel secure. Staff welcome parents to stay to help new babies settle in. They invite older siblings to visit the baby room and join in with music and movement activities. However, in the toddler room, staff do not always share information regarding individual children's learning needs. This means staff sometimes are not aware of children's starting points or what they need to learn next.
- Parents state that they feel their children are supported by staff and they are happy with the progress children make. Staff keep parents informed through face-to-face discussions and information sharing via their secure online app. Parents state the leaders and managers support them in seeking additional help from other agencies, such as speech and language therapists or SEND support services.
- Leaders reflect on staff practice. They provide staff training to focus on the consistency of teaching. Leaders and staff attend regular team meetings together to discuss children's progress. They share ideas to help improve their practice and children's learning.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff who work with the children have suitable Disclosure and Barring Service checks completed. However, Ofsted has not been provided with the necessary information to ensure suitability checks can be completed for new company directors. This potentially impacts the children's safety. Nevertheless, staff recognise signs of abuse and know the correct procedures to follow when reporting concerns. They demonstrate an awareness of their responsibilities regarding the 'Prevent' duty and female genital mutilation. The manager has a robust recruitment procedure to ensure the staff who work directly with children are suitable for their roles.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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provide Ofsted with all necessary information relating to new directors so suitability checks can be completed.	08/02/2023
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**To further improve the quality of the early years provision, the provider should:**

- support staff to consistently promote nursery rules and expectations so all children learn how to keep themselves and others safe
- increase the information shared between staff to enable them to understand children's starting points and support their individual learning needs, particularly when children change key persons.

## Setting details

<b>Unique reference number</b>	2573700
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10263913
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	101
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	Loughborough University Nursery Limited
<b>Registered person unique reference number</b>	2573699
<b>Telephone number</b>	01509 564068
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Loughborough University Nursery re-registered in 2020. It operates within the grounds of Loughborough University, Leicestershire. The nursery employs 37 members of childcare staff. Of these, 32 hold early years qualifications between level 3 and 6. The nursery opens Monday to Friday, all year round, except for two weeks at Christmas and on bank holidays. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Caroline Winterton

## 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 provision 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 children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several 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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