

# Inspection of The Cradle Nursery

306-308 Leicester Road, Wigston, Leicestershire LE18 1JX

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Inspection date: 21 April 2023

<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 arrive happily and are eager to play at this safe and welcoming nursery. They quickly settle and find their favourite activities. Children are helped to build their large-muscle skills as they perform yoga poses and dance moves. They grasp scarves, watching as they twirl, and move their bodies in time to the music.

Younger children delve into soapy water. Staff carefully show them how to use pipettes, using their small-muscle skills to squeeze up the water. They begin to develop their coordination skills as they scramble up the steps to the slide and laugh happily as they travel down. Children develop their imaginative skills as they are supported by staff to make imaginary dinners in the mud kitchen. They use pots and pans as they pretend to create different foods. Staff support this interest as they ask children what their favourite food is. Children answer, 'I like pizza best.'

Babies gaze transfixed as staff blow bubbles. They watch in wonder as the bubbles travel and pop. Children are supported to make music as staff offer a selection of instruments. They explore sound as they press buttons and shake tambourines. Babies use their developing muscles as they wave and shake ribbons on sticks in time with songs and rhymes.

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

- The manager is skilled and dedicated to providing a high-quality service to children and their families. She continuously reflects on the provision and ensures that staff have access to professional development opportunities. For example, staff have recently received training to support them with building on children's physical play in the nursery. This benefits the children's physical development and helps them to make good progress in this area of their development.
- The manager and staff provide a thoughtful and diverse curriculum for children that supports all areas of their development. However, at times, staff take the lead in children's play and do not give children time to choose their own resources. This restricts children's ability to build on what they already know and limits their independent decisions.
- Staff play alongside children and assess what they know and can do. They have a good knowledge of their key children and understand how to best support the next steps in their learning. However, occasionally, younger children who are developing early words are not given time during their play to think and respond to questions.
- Staff plan and provide additional activities to help children learn the necessary skills for their future. For example, children in pre-school recently showed an interest in how the digestive system works. Staff helped children to learn about

this by providing carefully considered additional activities.

- Children develop good relationships with their key person. Babies snuggle in for stories. Older children go to familiar adults, who provide comfort and reassurance. Staff help children by providing a range of strategies. For example, children talk about their emotions by selecting a face with an expression. This helps them to identify how they are feeling.
- Parents are delighted with the care and support the manager and staff provide. Parents receive daily updates on their child's progress and are supported to learn at home with their children. Parents comment that the manager and staff are warm, kind and welcoming, which contributes to the family feel the nursery promotes.
- Children benefit from home-cooked, balanced meals and snacks at the nursery. They enjoy foods that reflect the diversity of the children who attend. For example, as part of the Eid celebrations, children sample cultural food prepared by the nursery cook. Children are encouraged to care for their teeth. A recent visit from a dentist has helped children to understand the importance of oral health. Children are supported further as they brush their teeth after meals.
- The manager, who is also the special educational needs coordinator (SENCo), plays a vital role in supporting children with special educational needs and/or disabilities (SEND). Swift support and effective liaison with other external professionals and the children's parents give a consistent and tailored approach. As a result, all children are making good progress in their learning.

## Safeguarding

The arrangements for safeguarding are effective.

All staff receive regular safeguarding training. They have a good understanding of how to recognise children who may be at risk of harm or abuse. The designated safeguarding leads receive additional training to help them with their role. Staff understand how to escalate and report concerns, including managing allegations against another member of staff and protecting children from radicalisation. Risks to children are managed well, and hazards are minimised. The premises are safe and secure. The manager follows a robust recruitment and induction procedure to ensure that all staff are 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:**

- support staff to build on opportunities for children to develop their independence skills and make choices during their play
- strengthen staff's questioning skills with younger children so that children have to think for themselves and respond.

## Setting details

<b>Unique reference number</b>	EY438085
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10280233
<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>	1 to 4
<b>Total number of places</b>	72
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Vamika Ltd
<b>Registered person unique reference number</b>	RP531161
<b>Telephone number</b>	01162570555
<b>Date of previous inspection</b>	28 September 2017

## Information about this early years setting

The Cradle Nursery registered in 2012 and is situated in Wigston, Leicester. The nursery employs 17 members of childcare staff. Of these, nine members of staff hold early years qualifications at level 3, and five hold qualifications at level 2. The nursery is open from Monday to Friday all year round. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Stephanie North

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo 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 on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- 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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