

# Inspection of The Laurels Nursery School and Preschool

1514 Melton Road, Queniborough, LEICESTER LE7 3FN

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Inspection date: 22 May 2023

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

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

### **The provision is good**

Children show they feel safe and have a sense of belonging at this nursery. Staff are caring and attentive to children. They notice when children need support and show an interest in what they are doing. Babies look intently at staff, who encourage them to explore. Some babies are confident to sit in the sand tray, while others look to staff for reassurance before they touch the sand. Staff provide effective support for children who have special educational needs and/or disabilities. For example, children who are not yet walking have the same experiences as their friends when playing outside. Staff help them access the toys and sit with them on the grass. Toddlers begin to learn about different sizes. Staff talk to them about which are bigger or smaller when they play with toy animals. Pre-school children develop their physical skills and confidence as they balance on tyres in the garden with staff support.

The staff know the children well. They find out what children already know and provide activities that follow their interests and offer challenges to help extend their learning. Children are interested and motivated to explore. They are confident to ask staff for assistance if they need it. The effective curriculum and staff's positive involvement with children promote good behaviour and a harmonious atmosphere in the nursery.

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

- Management works effectively with the staff team. Staff state they feel supported by the managers. They are encouraged to reflect on their practice and complete training to keep their knowledge up to date. Managers inspire staff to identify their priorities for the development of their group room to ensure the use of the available space and that what they offer the children remains fresh and vibrant.
- Staff are effective in their teaching. They help children extend their interests and provide resources to support children's ideas. For example, pre-school children are curious about ladybirds and worms. Staff provide books and clear pictures for children to paint pictures of ladybirds. Children look intently at the features and count the spots before including them in their paintings. Outside, children eagerly use trowels to dig for worms. They listen to staff when they speak about the worms being living creatures and the importance of being careful when handling them.
- The staff engage children in detailed conversations as they play alongside them. They extend children's vocabulary by using descriptive words, and children eagerly join in, trying to say the words themselves. For example, two-year-old children copy staff when they say the names of colours. Pre-school children look at pictures of sea creatures. They learn words such as 'manta ray', 'lionfish' and

'camouflage'. However, occasionally, staff ask children lots of questions in quick succession, and children do not know how to respond.

- Children's needs are met well. Staff anticipate when children are tired and give them their comforters and plenty of cuddles. However, staff do not always encourage children to put their dummies away when they do not need them. Staff encourage children to talk as they play while they have their dummies in their mouths. This does not support children's developing language skills.
- Children learn to behave well. They listen to staff and respond to their clear reminders to work together, share and take turns. Children are curious and confident to select resources and activities and lead their own play. Staff help children learn to respect and care for resources. Children carefully place books back on the shelves and help tidy toys away at the end of the session.
- Staff promote children's developing independence. Children serve their own food at mealtimes under close supervision and learn to use cutlery. Staff help children to learn about taking risks during their play. They talk to children about potential dangers and what might happen and suggest ways they can do things safely.
- Staff work well with children's parents. They find out what children do at home and offer opportunities for children to widen their experiences. For example, children learn about plants and how to care for them as they grow flowers and vegetables at the nursery. Parents are happy with the nursery. They comment on the progress their children make and how the staff give them ideas that help to regulate children's behaviour at home.

## Safeguarding

The arrangements for safeguarding are effective.

Management ensures that staff understand their responsibilities in relation to safeguarding. Ongoing team discussions and regular training in child protection keep staff's knowledge up to date and build their confidence. Staff have a suitable awareness of the nursery's policy and procedures for recognising signs of possible abuse and how to report any concerns that arise. Risk assessments are effective, and swift action is taken to reduce any identified hazards to children. Thorough checks ensure that staff are suitable to work with children when they are employed, and they make ongoing declarations to confirm they remain suitable.

## 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 understanding of how to consistently promote and encourage children's conversational skills
- improve staff's skills in how to fully support children's developing language, particularly in relation to discouraging children's use of dummies during play and activities.

## Setting details

<b>Unique reference number</b>	2637847
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10290882
<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>	84
<b>Number of children on roll</b>	84
<b>Name of registered person</b>	The Childcare Corporation Limited
<b>Registered person unique reference number</b>	RP902737
<b>Telephone number</b>	0116 269 3858
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Laurels Nursery School and Preschool re-registered in 2021 and is located in Queniborough, Leicestershire. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The nursery employs 30 members of childcare staff. Of these, 20 hold early years qualifications between level 3 and 5. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Melanie Eastwell

## 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 observed the quality of education during a variety of activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager, the deputy and the inspector completed a learning walk together.
- The inspector completed a joint observation with the manager and discussed the teaching and learning.
- The inspector held a meeting with the manager, the deputy manager and the company learning and development manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to several 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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