

# Inspection of South Leicestershire College Nursery

Bobbin Factory, Canal Street, Wigston, Leicestershire LE18 4PL

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Inspection date: 24 May 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 are at the centre of everything that the staff at this nursery do. Staff are extremely focused on supporting children's emotional well-being. Staff provide yoga, mindfulness sessions and a calm environment, where children thrive. Staff teach children about feelings and how to be kind to each other from a young age. Babies try to help each other to put on their shoes as staff praise them. Staff offer cuddles and reassurance to babies as they look at stories together. Staff instil older children with confidence, supporting them to lead their own group-time activity as their friends listen carefully. This demonstrates that they feel safe and secure.

The staff plan a varied and exciting curriculum for the children and, as a result, children make good progress and behave well. Children are highly engaged in the activities on offer. They use their imagination when they pretend to mend things and go to the shops as they carry baskets of play food. Children engage in filling and emptying containers with pasta. Staff teach them mathematical language, such as 'more', 'less' and 'heavier'.

Children talk about learning science at nursery. They recall experiments that they have done, such as making a volcano erupt, demonstrating that they know and remember more.

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

- Staff provide familiar stories throughout the nursery that children enjoy and engage with. For example, staff read stories to the children about being kind to each other and being a good friend. Staff support children with back-and-forth conversations about feelings as they discuss the story. Staff read books in the garden to younger children about animals, as other children stop their play to gather around to listen. Older children demonstrate their love of books as they sit on the settee together and turn the pages of their chosen story.
- Staff focus on promoting speaking and understanding for babies. For example, babies look at photos of their families, as staff help them to say their first words. Staff encourage older children to be confident to speak in a group. They recognise children who may need extra support with speech and language. Staff make swift referrals to relevant outside professionals.
- Staff provide children with interesting activities to explore as they learn. For example, they help younger children to practise their hand-eye coordination as they fill up jugs with water. Children pour the water into tubes and guttering in the garden. They watch how the water flows. However, staff do not consistently support children to solve problems for themselves. For example, when children are unable to reach or they spill the water, staff do not encourage them to think of a solution.

- Staff teach children their behaviour expectations and focus on building children's self-esteem. As a result, children are well behaved. For example, older children know the routines. They sit and listen at circle time as staff remind them of the behaviour rules. Children listen to instructions to line up to go inside.
- Staff prepare children for their move on to the next stage of their education, such as school. They invite teachers from the nearby school to meet the children. Staff support children to be able to do things for themselves or to ask for help. For example, children learn to pour their own drinks from a jug, put on their own shoes and to use the toilet independently.
- Parents speak enthusiastically of the nursery and say that they feel well supported and informed. They talk of invitations to nursery for families to share experiences together, such as food dishes from all over the world. Staff invite families to bring in their pets to teach children how to care for different animals.
- Leaders plan visits in the local community, such as to the train station, canal and trips to the park, to enhance the learning experiences for children.
- Leaders reflect on their practice and strive to provide the best experiences for children. Leaders are passionate about staff well-being and have trained to be mental health first aiders. They provide team-building activities for staff and meetings. Staff state that they feel valued and well supported.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities in keeping children safe. Staff have a sound knowledge of safeguarding and know what signs of abuse to look for. They are confident in recording and reporting any concerns to the relevant professionals. Staff are aware of the 'Prevent' duty, female genital mutilation and county lines. Robust recruitment and induction procedures are in place to ensure staff are suitable to carry out their roles. Children are well supervised in both the indoor and outdoor environments to ensure they remain safe. The nursery is secure and there are clear visitor procedures.

## **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 provide further opportunities for children to solve problems and to think of their own ideas during spontaneous play.

## Setting details

<b>Unique reference number</b>	EY410558
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10285917
<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>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	South Leicestershire College
<b>Registered person unique reference number</b>	RP907131
<b>Telephone number</b>	0116 2643520
<b>Date of previous inspection</b>	24 October 2017

## Information about this early years setting

South Leicestershire College Nursery is based in Wigston, Leicestershire and registered in 2010. The nursery employs eight members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens Monday to Friday during term time. Sessions are from 8am until 5pm, Monday to Thursday and from 8am until 3pm on Friday. 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager 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.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation 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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