

Inspection of Knighton Day Nursery & Pre-school

559 Welford Road, Leicester, Leicestershire LE2 6FN

Inspection date: 19 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Staff support babies with cuddles and reassurance at this homely nursery. Babies quickly settle into their play, demonstrating that they feel safe and secure. They practise their hand-eye coordination as staff support their early understanding. For example, staff help babies use their hands to spin shiny reels around and roll them along the floor. They teach them to understand phrases, such as 'go round' and 'spinning fast', as babies watch the reels move.

Children are eager to explore the inspiring activities on offer. They learn how to use small tools safely and to understand the world. For example, staff demonstrate to older children how to carefully hold mallets to squash paint-filled sponges. Children notice that the squashed sponges release the watery paint, and staff describe to the children that the blue water drips out 'like a waterfall'.

Staff continuously adapt activities to meet children's interests in the moment, and as a result, children are extremely motivated and demonstrate positive attitudes to learning. For example, older children talk about the colour green as they paint a picture of a tree. Staff quickly use books to teach children about different shades of green. Children excitedly mix paints, and staff ask them to match the shades they have made to colours in the book of 'crocodile green' or 'pistachio green'.

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

- The curriculum is planned to build on what children know and can do. Staff consistently adapt teaching throughout the day to support children with new learning and to help them explore their ideas and interests. For example, staff support younger children to practise their small-muscle skills and be creative. Children learn to paint on large mirrors as staff help them to grip the brush. This quickly changes as younger children brush coloured paint onto their hands. Staff encourage them to explore and find out what new colours they can make as they rub their hands together. Staff continue the children's interest in the garden as they encourage them to mix paint with mud.
- Staff provide a language-rich environment to support babies with their communication and understanding skills. For example, they introduce new words to older babies as they pour water from teapots into cups. Staff use words such as 'add', 'more' and 'squash' as they show babies how to squeeze wet teabags into the water and encourage them to smell the mixture.
- Staff focus on teaching children to play together and take turns. As a result, children adopt positive attitudes and learn to behave well. For example, children create a game of rolling a heavy ball to knock down cardboard tubes. Staff encourage other children to join in. Children become very excited and enthusiastically cheer each other on. They listen to staff as they explain why

they should only roll the heavy ball.

- Staff support children's confidence and encourage them to take manageable risks during play. For example, older children make obstacle courses out of large boxes, crates and planks. Staff offer support and praise as they learn to safely jump off the high box at the end of the course. However, staff do not consistently encourage younger children's independence. Staff put on toddlers' shoes and dry their hands for them without asking toddlers to try and do it for themselves.
- Leaders and managers reflect on the quality of the provision. They work hard to enhance the environment to inspire children to be curious about the learning space around them. They observe staff's practice and meet to discuss ideas for ways to improve. However, the manager does not always provide clear individual training targets for individual staff to help raise the quality of education to the highest level.
- Parents speak of the nurturing nursery as being like a home from home. They say it is 'magical' and that staff go above and beyond. Parents state that they feel involved and informed about their children's learning. Staff provide advice to help them support children's learning at home, such as offering information on potty training.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound knowledge of safeguarding. They know the signs of abuse to look for and their responsibilities in keeping children safe. Staff are confident in recording and reporting concerns to the relevant professionals. They have knowledge of local safeguarding concerns, such as radicalisation, county lines and female genital mutilation. Staff attend regular training to keep their safeguarding knowledge up to date. The nursery is secure, and there are clear visitor procedures. Staff supervise children well and respond swiftly to minor accidents with appropriate first aid. They check the environment regularly to ensure it is a safe place for children to play.

What does the setting need to do to improve?

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

- strengthen staff skills in supporting younger children to develop their independence skills
- strengthen existing arrangements for coaching staff, to provide them with clear individual training targets to help raise the quality of education to an even higher level.

Setting details

Unique reference number	226971
Local authority	Leicester
Inspection number	10289523
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	40
Number of children on roll	67
Name of registered person	Garner, Elizabeth
Registered person unique reference number	RP512665
Telephone number	0116 2883030
Date of previous inspection	28 November 2017

Information about this early years setting

Knighton Day Nursery & Pre-school registered in 1993 and is located in Leicester. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications from level 2 to level 5. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round except for public holidays. It 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 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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The managers 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 managers 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 deputy 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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