

Inspection of Babblebrooke Day Nursery

5-7 Limehurst Avenue, Loughborough, Leicestershire LE11 1PE

Inspection date: 5 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are supported by staff with their emotional well-being when they face changes in their lives. For example, when children have new baby siblings at home, staff offer them opportunities to role play with dolls. Prior to children moving on to school, staff provide school uniforms for children to dress up in. This activity helps children become familiar with clothing they will be wearing when they move on. Children in the pre-school room are supported by staff to develop their confidence and interactions with others. For example, when pre-school children ask staff what other children are doing, staff encourage them to use their voices and ask their peers themselves. Children are offered experiences to broaden their learning. For example, staff show older children how to scrape flints together to make a spark to start a fire. This is carried out under the close supervision of staff to ensure children's safety.

Children are encouraged to complete tasks on their own. For instance, in the toddler room, staff encourage children to serve their own food and pour drinks. Staff praise children for doing this on their own, helping to raise their self-esteem. Staff give children gentle reminders to use good manners, such as to say 'please' when they ask for food at mealtimes.

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

- The manager regularly checks the staff's knowledge of safeguarding and how they intend to support children's safety and development. She provides staff with books about child development to further their understanding of the ways children like to learn. Staff use what they read to help them plan activities to meet children's individual needs. For example, when children like to throw, they provide them with a tube to throw balls down.
- Children with special educational needs and/or disabilities are supported well by the manager and staff. They ensure that, if needed, children are referred to other professionals in a timely manner. All staff are made aware of how they can meet children's individual needs. This contributes to helping children progress and to close gaps in their learning.
- The manager spends additional funding that children receive effectively. For example, this is used to provide extra staff to meet children's emotional needs and focused group time activities to aid their development.
- The manager and staff carry out safety checks in the environment, helping them to identify and minimise potential risks to children. Staff promote children's safety when they play in the sun. For example, they apply sun cream to children's exposed skin and ensure that they wear hats when they play outdoors in hot weather.
- Staff provide opportunities for children to understand how some healthy foods

grow. For example, children in the pre-school room help staff to plant and grow strawberries and carrots. However, staff do not plan precisely enough to support all children to understand the importance of oral hygiene.

- The manager and staff know the children well and how to support their development in the different rooms in the nursery. This includes helping children in the baby room to develop their physical skills. For example, staff hold their hands to support their balance and coordination when they want to walk.
- Overall, staff support children's communication and language skills well. In the baby room, staff use repetitive words, such as 'shake, shake, shake' to support children's speaking skills. However, in the toddler room, staff do not always recognise the impact loud voices can have on children's abilities to listen, concentrate and participate.
- Staff support children to show kindness to others. For example, in the baby room, when children begin to offer staff toys, staff ask them to share them with their peers and children willingly do this.
- Staff share information with parents about their children's learning. They share information with parents about activities children are offered and how they can continue their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff to plan more precisely to support all children to learn about the importance of oral hygiene
- strengthen staff interactions with children in the toddler room to help them listen, concentrate and participate.

Setting details

Unique reference number	EY466142
Local authority	Leicestershire
Inspection number	10302808
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	44
Number of children on roll	72
Name of registered person	Babblebrooke Limited
Registered person unique reference number	RP532841
Telephone number	01509263930
Date of previous inspection	14 June 2023

Information about this early years setting

Babblebrooke Day Nursery registered in 2013 and is situated in Loughborough. The nursery employs 12 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed how the manager implements the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views about the nursery with the inspector.

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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