

Humberstone Day Nursery

11-13 St. Marys Avenue, Humberstone, Leicester, Leicestershire, LE5 1JA

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| Inspection date | 03/10/2012 |
| Previous inspection date | 21/11/2008 |

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|----------------------------------------------------------------------------------------|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children learn and develop in a welcoming and stimulating environment. They are happy, safe and secure and are well cared for as the key person system works effectively in practice to ensure that their individual needs are met.
- Parents are encouraged to share what they know about their child from the onset. Excellent partnerships have been established and parents' views are valued.
- Very positive links with the local schools, children's centre and other early years professionals ensure that children are provided with the appropriate support for a smooth transition between the setting and school.
- This is a highly inclusive setting where the needs of all individual children are seen as paramount. Children with special educational needs and/or disabilities and who speak English as an additional language receive excellent support from caring and skilled practitioners.

It is not yet outstanding because

- Role play areas within the playrooms are not used to their full potential to enable children to freely use their imagination.
- Observational assessments are not consistently used to help plan the next steps for each child.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the four main playrooms and the outside play area.
- The inspector held meetings with the provider and manager of the setting.
 - The inspector looked at children's learning journals, assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and questionnaires received.

Inspector

Karen Cooper

Full Report

Information about the setting

Humberstone Day Nursery is privately owned and registered in 2004. It operates from two attached converted houses in the residential area of Humberstone, Leicester. Children under two years are cared for on the ground floor and children over two are cared for on the first floor. All children share access to a secure outdoor play area. The setting serves

the local and surrounding areas.

The setting is open each weekday from 7.30am until 5.30pm all year round. There are currently 62 children aged from birth to five years on roll, some of whom receive funding for early education. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. It is registered by Ofsted on the Early Years register and both the compulsory and voluntary parts of the Childcare Register.

The setting employs 18 members of staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. One member of staff holds Early Years Professional Status. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- review observational assessment systems so that information gained is used more effectively to help plan the next steps for each child
- develop ways in which the indoor environment can be used more effectively to give children further opportunities to freely use their imagination.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners have a good knowledge of the prime and specific areas of learning and are well supported by the Early Years Professional who is currently assisting them to implement the changes fully. They plan a range of adult-led and spontaneous activities to promote children's learning through play. This ensures that all children, including those with special educational needs and/or disabilities and those learning English as an additional language, are making good progress. Practitioners demonstrate that they know the children well. Systems to assess children's starting points on entry are effective. Parents are encouraged to support and share information about their child's learning and development through discussion, daily diaries and 'all about me' profiles. Practitioners regularly undertake observations as the children play and record what they can do. However, the information gained from the observations is not consistently used to help plan next steps in children learning. Photographs and samples of children's work are attractively presented in individual learning journals. These are shared with parents to ensure they are fully aware of their child's progress and development.

All children are encouraged to make their own decisions about their play and self-select from a wide variety of good quality toys and resources across the seven areas of learning.

Children are confident with practitioners and each other and are happy and settled. Their early writing skills are developing well. Older children are encouraged to label their own work and all children are provided with many opportunities to practise making marks in a variety of situations, both indoors and outside. Samples of children's artwork are attractively displayed throughout the setting. This helps to provide children with a sense of belonging. They have access to a range of books and most sit and concentrate appropriately when listening to familiar stories. Skilled practitioners question the children well to probe their understanding and to extend learning further. For example, during story time good use of open-ended questioning encourages older children to predict what is going to happen next and to recall past events. Practitioners caring for younger children speak clearly, provide lots of visual aids and encourage them to repeat single words, such as objects on flash cards. This enables children to gradually link the word to its meaning and extends their enjoyment and learning.

Older children engage in activities supported by practitioners where they learn the names of a range of shapes. They confidently count up to ten and beyond as they walk down the stairs and use large soft bricks to create towers and buildings. Good opportunities are provided for all children to engage in creative activities. For example, babies enjoy exploring the texture, smell and taste of porridge oats, and older children relish in making crispy cakes. Children love to dress up as favourite characters, such as a pirate, princess and builder. However, role play areas within the playrooms are not used to their full potential to enable children to freely use their imagination. All children enjoy using programmable and electronic toys and resources. They have access to a broad range of resources and play opportunities which reflect diversity and acknowledge cultural differences.

The contribution of the early years provision to the well-being of children

All children are organised effectively into small groups with their key persons. This promotes consistency of care and enables practitioners to get to know individual children well. Practitioners are good role models of behaviour and attitude, and children follow their example. Good, warm and caring relationships between key persons and children are evident.

Children develop good self-care skills and know when to wash their hands and begin to understand why this is important. All children are provided with a range of freshly prepared and cooked meals and snacks. Menus are produced to provide parents with information about meal choices. Practitioners are aware of each child's individual dietary needs and ensure these are met. Drinking water is always available. Children are beginning to understand about safety. They periodically practise the fire drill and staff remind them of the rules that keep them safe, such as why they need to hold on to the hand rail when walking down stairs. Children benefit from opportunities to play outside on a daily basis and have access to a good range of small and large play equipment to help develop their physical skills. For example, older children enjoy competing against each other at a game of skittles and use the playhouse, rockers and slide with gusto and confidence. Younger children benefit from using large soft shapes to climb over, which helps develop their confidence to move with control, using their bodies in various ways.

The effectiveness of the leadership and management of the early years provision

Management ensure that the safeguarding policy is implemented throughout the setting. They have a good understanding of their role and responsibility to protect children in their care. All practitioners have a secure knowledge and understanding of safeguarding issues and the procedures to follow should they have a concern. Robust vetting and recruitment systems ensure practitioners are suitable to work with the children. The premises are safe and secure and there are good arrangements for admitting visitors and for handing children over to their parents. Risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments.

Management have a good understanding of the learning and development requirements. They are dedicated to providing the best possible care and learning for the children and demonstrate a strong commitment to continuous improvement. Management and practitioners work well together and this is reflected in the happy atmosphere and nurturing environment created for children. The self-evaluation system in place enables the management to systematically and effectively monitor the quality of the provision and to identify ways of making improvements. For example, the outdoor facilities have been improved considerably, which has enhanced children's enjoyment and learning. Carefully analysed questionnaires provide information about parents' views, which are taken into account in further evaluation of the provision. Children are cared for by caring and skilled practitioners in a highly inclusive setting, where the needs of all individual children are seen as paramount. Children with special educational needs and/or disabilities and who speak English as an additional language receive excellent support. Very positive links with outside agencies ensure appropriate additional support is provided where required to enable all children to participate fully in all activities.

Exceptional partnerships have been established with parents. It is evident from discussions with parents that they greatly appreciate and value the service provided. For example, one parent stated that 'the management and practitioners are fantastic' and other comments include how happy their children are to attend the setting and how they have grown in confidence. Information is shared with parents through ongoing dialogue, newsletters, policies and procedures, and details posted on notice boards and the website. Children benefit from the extremely positive links management and practitioners have established with the local schools, children's centre and other early years professionals. This ensures children's individual needs are well met and that they are prepared for the transition into a school setting.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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|-------|-----------|-------------|

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|---------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | EY293485 |
| Local authority | Leicester City |

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| Inspection number | 861474 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 45 |
| Number of children on roll | 62 |
| Name of provider | Foster George Limited |
| Date of previous inspection | 21/11/2008 |
| Telephone number | 0116 220 2143 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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