

Shanklin Day Nursery

443 London Road, Stoneygate, Leicester, Leicestershire, LE2 3JW



Inspection date

28 September 2016

Previous inspection date

18 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. Staff have a secure understanding of how children learn. They plan a broad range of activities to promote children's learning and development linked to their interests and ideas.
- Parents are provided with regular updates about how well their children are progressing. They speak very positively about the provision and comment on the good progress their children make in developing their speech, language and confidence.
- Children have daily opportunities to be physically active in the garden. They are encouraged to manage their own risks as they climb and use the wide range of equipment available.
- Children's good health is supported well. Fresh, home cooked and healthy meals and snacks are provided.
- Staff help children to learn how to keep healthy and safe. Older children remind staff and each other of the need to close the gates and to be mindful of the stairs.
- Excellent partnerships with other early years professionals help children who have special educational needs or disability. Children receive targeted intervention and support that helps them make excellent progress in their learning and development.

It is not yet outstanding because:

- Staff have not given enough thought to how they organise times of change, such as the move between activities and mealtimes. As a result, occasionally children are left waiting for too long, with nothing to meaningfully occupy them.
- During some adult-led activities, staff are not highly responsive in adapting their teaching methods to fully match children's capabilities and promote their specific next steps in learning even further.

What the setting needs to do to improve further

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

- organise times of change more effectively, so children spend more time actively engaged in purposeful activities
- guide staff to use their observations to recognise children's capabilities during more adult-led activities and adapt their teaching methods to fully promote children's next steps in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Tracy Hopkins

Inspection findings

Effectiveness of the leadership and management is good

The highly qualified manager provides inspirational leadership for a dedicated and well-qualified staff team. Together, they show a strong commitment to improving outcomes for all children. They have high expectations for all children and have systems in place to evaluate all aspects of the provision to inform continuous improvement. The arrangements for safeguarding are effective. Staff demonstrate a secure understanding of the signs and symptoms of possible abuse. They undertake relevant training and are clear about their individual role in keeping children safe. Children's progress is frequently assessed and any gaps in learning are quickly identified and planned for. There are good professional development opportunities which mean that staff keep their knowledge and skills updated. Recruitment procedures are robust. All staff have the necessary checks to help ensure their continued suitability to work with children.

Quality of teaching, learning and assessment is good

Staff in the baby room are animated and enthusiastic. Their good humour encourages the babies to engage in play and exploration. Babies are active and love to explore the toys on the low-level shelves. Staff bring stories to life with the use of puppets and songs. Babies babble and begin to say recognisable words as they copy the staff. Staff clearly have high expectations of the babies, and they offer lots of praise and encouragement. Children learn about families beyond their own, for example, they enjoy looking at pictures of each other and their community. Activities provided for children promote their natural inquisitiveness. For example, children investigate textures as they collect items from the garden for their autumn display. As they are collecting, staff talk about the seasons, developing children's awareness of the natural world.

Personal development, behaviour and welfare are good

Staff have established trusting relationships with the children. They speak to them in a calm and respectful manner. Children develop a strong sense of security. This helps them to feel safe and secure and supports their emotional well-being very successfully. Staff are attentive and respond quickly to children's individual care needs. For example, staff know how to soothe the babies when they are going to sleep or are upset. They follow the routine established at home and work well with parents. Children behave well, they make friends and understand the needs of others. Children's independence skills are fostered well. They are encouraged to gradually take control of activities, such as putting on their own coat and shoes for outdoor play.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in their learning. Some children demonstrate exceptional skills in readiness for starting school. They write their name clearly, forming recognisable letters and in addition, they read words and simple books. They are also beginning to develop their number work to a high level. Children make marks using paintbrushes with water on an outside wall. They draw lines and circles on the floor with chalk. They are developing their small-muscle skills in preparation for early writing.

Setting details

Unique reference number	226988
Local authority	Leicester City
Inspection number	1059464
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	37
Number of children on roll	65
Name of registered person	Geraldine Philomena McGrath
Registered person unique reference number	RP511465
Date of previous inspection	18 December 2012
Telephone number	0116 270 4603

Shanklin Day Nursery has been operating since 1994. The nursery employs 11 members of staff, including the manager. The manager holds early years professional status and the leader of the pre-school room holds a degree level qualification in early years. Seven other staff hold appropriate early years qualifications at level 3. The nursery opens from 7.30am to 6pm, Monday to Friday all year round, with the exception of bank holidays and the week between Christmas and New Year. The nursery provides funded early years education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children who have special educational needs or disability.

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