

Inspection of Toddlers Nursery School

67 Leicester Road, Groby, Leicester, Leicestershire LE6 0DQ

Inspection date: 12 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children of all ages enjoy their time in this well-resourced setting. Pre-school children are eager to talk to adults and their friends about where they are going on holiday. They tell them 'I will walk on the sand in no shoes.' Toddlers love getting messy as they spread glue on paper and plop a whole pot of collage material on top. Babies show curiosity as they tap a water mat and watch in wonder as things moves beneath their fingertips.

Pre-school children are helped by staff to explore using their senses. Children bash, rip and sprinkle a range of herbs into bowls and pour water on them to make 'Gruffalo crumble'. Children have fun as they use jugs and bottles to collect more water from the sink. They explain not to put too much in as the water will 'overflow' and, 'come out of the bowl.' Staff are friendly, enthusiastic, and overall have a good knowledge and understanding of how children learn and develop.

Children display positive behaviour, listen to staff and follow the rules of the setting. Staff help children to share and take turns using sand timers, for example, to know when it is their turn. Staff are good role models and use positive praise to enhance children's self-esteem.

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

- Overall, children are well supported, and staff ensure that the needs of children are appropriately met. Staff join in with children's play and pre-school children are eager to tell them what they are doing. Babies and toddlers use gestures or take staff by the hand to engage them in their play. However, the lunchtime routine in the toddler room is not organised well. Staff do not always know where children should sit, or which water bottle belongs to which child. This leads to confusion at times and a delay in children getting their lunch.
- Children have lots of fun playing outdoors. Pre-school children show good skills as they carefully climb up the playhouse and exclaim to staff 'Look at me, I'm at the top.' They use scooters confidently, and safely, and weave in and out of the equipment, avoiding obstacles. Toddlers and babies develop their physical skills as they shuffle, crawl and start to pull themselves to standing on well-placed equipment and furniture.
- The provider and manager have a clear vision for this setting. Staff are supported through supervisions, appraisals and monitoring of their practice. However, the management team do not always identify where some teaching is not as strong as in other areas. Sometimes staff forget to differentiate activities. This leads to some activities being too advanced for some children or not advanced enough for others.
- Pre-school children are confident to speak with visitors as they tell them about

moving to their new school. Younger children start to babble and use simple words or hand gestures, such as pointing to indicate when they want a drink. However, sometimes staff ask too many questions in quick succession. Children do not have time to consider their response before staff ask the next question or they answer the question for them.

- Partnerships with parents and carers are positive. Parents spoken with know who their child's key person is. They comment on the good range of information shared with them regarding their child's care and learning. Parents say they are given ideas on how to build on their child's learning outside of the setting. This is done verbally and using an online app. Parents comment on how the staff helped them to find positive ways to manage their child's behaviour. They state this has supported consistency between the setting and at home.
- Children form secure attachments. The key-person system is well established to help children to settle and develop bonds with adults and their peers. Relationships between staff and babies are sensitive, stimulating and responsive. Staff know the children well. They understand that tummy time is an important part of physical development for babies. Staff know that some babies do not enjoy being on their tummy, therefore, as an aid for strengthening their core muscles, they encourage them to stand on their feet or use the staff member for support.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff know and understand the signs and symptoms of abuse. They complete safeguarding training, supporting children's safety and protection. Staff and the management team know who to report any concerns for a child's welfare to, and what to do should they suspect a member of staff has harmed a child. Staff assess risk and check the environment each day to ensure all areas children have access to are safe and secure. Robust recruitment procedures are in place to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- review the routines in the toddler room, particularly before lunch, to support a smooth and relaxed mealtime for children
- help staff to understand how best to support children to achieve as much as they can throughout the nursery
- use questioning techniques more precisely to allow children enough time to think and respond to questions asked to support their thinking, communication and language skills further.

Setting details

Unique reference number	2540622
Local authority	Leicestershire
Inspection number	10215347
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	68
Number of children on roll	131
Name of registered person	Toddlers Nursery School (Groby) Limited
Registered person unique reference number	2540621
Telephone number	01162321445
Date of previous inspection	Not applicable

Information about this early years setting

Toddlers Nursery School registered in 1995. The nursery employs 21 members of childcare staff. All of these staff hold an appropriate early years qualification at level 2, 3 or 4. The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- This is 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 and inspector completed a learning walk together to discuss the nursery's intention for children's learning.
- The inspector spoke to a small group of parents during the inspection and took account of their views.
- The inspector spoke with children and staff during the inspection.
- The manager and inspector carried out a joint observation together.
- The inspector reviewed relevant key documentation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022