

Inspection of The Scraftoft Day Nursery

373 Scraftoft Lane, Leicester LE7 9SE

Inspection date: 2 February 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 are happy when they arrive at nursery, leaving their parents with ease. Babies show an interest in visitors, smiling at them as they enter the room. Children show they have positive and secure relationships with staff, having cuddles when needed for comfort. Children behave well and show a positive attitude towards their learning. They are confident exploring their environment, engaging in activities that match their interests. For example, pre-school children investigate the wooded area in the nursery garden. They use their imagination, excitedly shouting 'it's a bear' when a child 'roars' from behind a tree. Babies actively listen to staff singing to them, copying the staff clapping their hands and smiling as they do so.

Pre-school children learn how to keep safe, as staff teach them how to walk up and downstairs. Staff keep babies safe by holding their hands, supporting them to walk. Toddlers and pre-school children enthusiastically take part in activities that help them to learn about feelings and emotions. For example, pre-school children talk about how hot chocolate and marshmallows makes them feel calm and happy. Babies show interests in jam jar lids. They roll and bang them on the floor, listening to the sounds they make.

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

- Managers and staff know what they want children to learn, and how they can support them to be ready for their next stage of their learning. The nursery curriculum reflects children's interests. However, on occasions, staff do not always take the opportunities to challenge children further in their learning during planned activities.
- Children who need additional support are supported well and are fully included in the setting. Additional funding is used appropriately, such as providing extra resources for children who need it the most. Staff work effectively with other professionals.
- Staff provide numerous opportunities for children to develop their physical skills. The spacious and inviting garden gives children space to run and explore. Pre-school children confidently climb a wooden pirate ship, thrusting their hands in the air triumphantly when they reach the top. Babies learn how to handle tools. They cheerfully take part in a painting activity, holding brushes to make marks.
- Children take part in daily group activities, developing their listening and attention skills. However, at times, staff do not always entice children who need additional support to remain engaged. This means not all children learn as much as others around them.
- Staff provide opportunities for children to learn about nature and the world around, for example, by reading stories about different countries. In addition,

pre-school children take part in planned forest school sessions. They look at colours and investigate textures of leaves in the garden, using describing words, such as 'smooth' and 'spikey'.

- Children's behaviour is good. Those who struggle to express their feelings are supported by staff well. Children show care and concern towards each other. For example, pre-school children pat a friend on the back saying 'are you ok?' when he coughs.
- Children's health is promoted and individual care routines are followed. Staff encourage good hygiene, and promote independence. For example, pre-school children learn to pour their own milk at snack time.
- Communication between staff and parents is good, and has remained so throughout the COVID-19 pandemic. Parents report they feel supported and are happy with the nursery. Staff regularly share information via an electronic app to inform parents of the learning experiences their children have had and progress they make. Parents state that their children's speech and language skills have developed since starting nursery.
- Managers and staff provide care and support for all children and their families. Managers seek training opportunities for staff to further develop their knowledge, including safeguarding. Regular supervisions with staff are carried out, with targets set to support them in their roles. Monitoring systems are in place, enabling managers and staff to regularly reflect on their practice. Staff report they feel supported.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good awareness of the different types of abuse and the possible signs that a child may be at risk of harm. They are confident in how to report concerns relating to staff and children, and the importance of recording and sharing information. The nursery's safeguarding policy is understood and put into practice well. Children's individual dietary needs are followed and respected. The premises, both inside and out, are safe and secure, with risk assessments in place where needed. Management implement safer recruitment practices to ensure 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:

- support staff to effectively deliver all learning opportunities during planned activities in order to challenge children further
- strengthen the support given by staff during group activities to ensure that all children remain engaged, enabling them to learn as much as they can.

Setting details

Unique reference number	EY560907
Local authority	Leicestershire
Inspection number	10190686
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	80
Name of registered person	The Syston Day Nursery Limited
Registered person unique reference number	RP900984
Telephone number	0116 2413351
Date of previous inspection	Not applicable

Information about this early years setting

The Scruptoft Day Nursery was registered in 2018 and is based in Scruptoft, Leicestershire. The setting employs 18 members of staff, with 14 holding appropriate level 2 or level 3 early years qualifications. The nursery opens from Monday to Friday, 8am to 6pm, for 51 weeks of the year, closing on bank holidays and between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Vaughan Prosser

Inspection activities

- This was 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. They observed activities in the indoor and outdoor learning environments used by children. The manager talked to the inspector about their curriculum and what they want their children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke to the inspector about what they were doing during activities.
- Parents shared their views with the inspector during the inspection verbally and via email.
- The inspector carried out a two joint observations on activities with the manager.
- The inspector observed the quality of education being provided in all rooms and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- A sample of relevant documentation was viewed by the inspector, including complaint records and staff qualifications.

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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