

Little Peepul Day Nursery

Peepul Enterprise, Orchardson Avenue, Leicester LE4 6DP



Inspection date	27 September 2018
Previous inspection date	18 October 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of 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

The provision is good

- The manager has acted decisively to review policies and procedures throughout the nursery and made significant improvements since the previous inspection. For example, she has introduced rigorous systems to identify staff's training and support needs to raise the quality of their teaching to a consistently good level.
- The manager is committed to working in partnership with other professionals. She is extremely open to exploring new ideas and innovative practice. She becomes involved in exciting local authority and community projects which greatly help to extend the learning opportunities available to children.
- Staff enthusiastically use their learning from training and development programmes to help all children make good progress in their learning and development. For example, they understand and use their knowledge and understanding of how they can improve children's physical skills during play and daily routines.
- Staff provide strong support to develop children's language and communication skills. They skilfully use words in children's home languages and signs and symbols to help all children understand routines and instructions, and to develop their speaking skills.
- Children thoroughly enjoy their time at the nursery. They eagerly explore the wide range of stimulating resources across all areas of learning.

It is not yet outstanding because:

- Although parents contribute information about what their children know and can do at home when they first start, staff have not fully considered how they can continue to gather information and include this in their assessments of children's learning.
- At times, staff do not recognise how they can provide older children with more challenging activities to further extend their understanding of the links between letters and the sounds that they represent.

What the setting needs to do to improve further

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

- strengthen observation and assessment of children's learning to include contributions from parents about what their children know and can do at home
- help older children to further extend their understanding of the links between letters and the sounds that they represent.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector held a meeting with members of the nursery's management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Jane Millward

Inspection findings

Effectiveness of leadership and management is good

The manager and her deputy work together to create an ethos of self-reflection and continual improvement. They successfully evaluate the quality of provision and actively involve parents, staff and the local authority. For example, they have extended the opportunities for children to play and learn outdoors. The arrangements for safeguarding are effective. Staff receive ongoing support and training to maintain an up-to-date awareness of how to keep children safe. They fully understand the steps to take if they have concerns about a child's welfare. Additional funding is used effectively to provide individual children with targeted support to meet their individual learning and development needs.

Quality of teaching, learning and assessment is good

Improvements to the observation and assessment systems have helped staff to plan more effectively for children's learning and development and identify any gaps in their learning. Staff encourage children to initiate their own play. For example, children become engrossed in creating a pretend dinosaur house from soil and branches. Others are fascinated to cut open a marrow in the outdoor kitchen and discover that they can use the seeds and make juice for their pretend cooking. Staff are good role models. They enthusiastically embrace new ideas and developments. For example, they inspire babies and children to confidently sing and dance following a recent music project. Staff promote children's early mathematical skills across all areas of learning. Babies babble along to number rhymes, older children count and use measures as they make modelling dough and confidently complete number puzzles which help them to recognise numbers up to 10.

Personal development, behaviour and welfare are good

Staff focus strongly on children's social and emotional development. The key-person system works well. Nurturing and caring staff respond to children's individual needs and care. Babies develop strong bonds with staff as they sing and talk to them. Staff are committed to promoting children's health and well-being. They attend training to understand nutrition for the children under five-years-old and have gained accreditation for their healthy food and care programmes. Children learn to become independent and care for themselves. Babies use spoons in their play to practise feeding themselves, young children talk about washing routines as they bathe their dolls and older children dress and undress for physical education sessions. Staff plan exciting activities and visits to help children learn about their local community and understand more about the world.

Outcomes for children are good

Children make good progress and are gaining skills to prepare them for their future learning, including at school. Children who speak English as an additional language quickly learn new words in English and use these in their conversations with staff and each other. Parents praise the rapid progress that their children make in English language at the nursery. Children are confident and eager to investigate new play activities with their friends. They enjoy sharing toys and resources, and understand the clear behaviour expectations that staff consistently reinforce.

Setting details

Unique reference number	EY299166
Local authority	Leicester
Inspection number	10077394
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	94
Number of children on roll	53
Name of registered person	Belgrave Baheno Peepul Centre
Registered person unique reference number	RP908914
Date of previous inspection	18 October 2017
Telephone number	0116 2616080

Little Peepul registered in 2004. The nursery employs 11 members of childcare staff. Of these, 10 hold early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round except for bank holidays and the week between Christmas and New Year. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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