

Inspection of Bosworth Academy Day Nursery

Bosworth Academy, Leicester Lane, Desford, Leicestershire LE9 9JL

Inspection date: 15 December 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 Good

What is it like to attend this early years setting?

The provision is good

Children are happy to attend the nursery. They are warmly welcomed by the staff and are confident to separate from their parents, demonstrating they feel safe and secure. Children form good relationships with the staff in the nursery, who know them well. They are confident to explore the nursery space with sensitive support from the caring and attentive staff. The children become immersed in their play as they access a range of motivating activities. For example, they mix the mud and hay in the tuff spot and move small world farm animals around, as they pretend the animals are in a field.

Children have lots of time to play, investigate and explore, in the routine of the day. They choose to play with favourite, familiar activities and are keen to have a go at new experiences. Children have good communication and language skills. At mealtimes they join in conversations with their friends and adults, as they enjoy healthy meals and snacks.

Staff are good role models for children, and they have high expectations of their behaviour. Consequently, children learn to behave well, are encouraged to share toys such as the balance bike in the outdoor area, and play cooperatively together. Older children are considerate towards younger children. They are careful to be mindful of them as they all play together in the main playroom.

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

- Overall, children show good levels of independence skills as they put on their coats and shoes for outside play and use the toilet unaided. However, occasionally, staff forget to allow children to do things for themselves. For example, when paint is poured into containers for older children instead of allowing them to try and do this on their own.
- Overall, the manager and staff interact well with the children. They play alongside them and support their play, offering ideas of how they can change and adapt their activities. However, sometimes, quieter children who prefer to play alone can occasionally be overlooked. As a result, staff do not always engage with these children as well as they could.
- Children play well in the space available to them. However, staff do not always make best use of all available space to enable every child to play and explore. Play can therefore sometimes be limited as children are unable to access all aspects of the play environment.
- Staff know children well and talk confidently about what they can do. For example, staff explain when some children start at the nursery they struggle to engage with their peers. Staff liaise with other settings the children attend to provide tailored support linked to their interests and to help them settle.

- Children with special educational needs and/or disabilities (SEND) make good progress and are well supported in the nursery. The partnership between the nursery staff, parents and wider agencies are good. This allows for children to make progress with the correct level of support. For example, appropriate chairs have been purchased to ensure all children are able to sit together for meals, snacks and activities.
- Children show good progress in their physical development. Older children have fun as they dance to music. They show confidence as they skilfully use balance bikes outside. Younger children toddle or begin to run as they hold hands with staff. Babies learning to walk, pull themselves up on well-placed furniture, and begin to cruise safely around the room.
- Parents are complimentary about the nursery. They comment that they are very happy with the staff and the service provided. Parents describe strong partnerships with their children's key person and know about their child's development through daily discussions and regular information sharing.
- Staff access a range of professional development opportunities. This helps them to reflect on the provision they provide for the children. For example, after recent training staff support children to learn about the letters in their name.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding children in their care. All those working with children undertake regular training in safeguarding to ensure that their knowledge is up to date. Staff are aware of signs that might indicate a child is at risk of being abused, and can explain how to make a referral if they have concerns. Staff keep an accurate record of any accidents that children have and promptly inform parents. Safety checks of the outdoor areas used by children are undertaken throughout the day, to ensure equipment and spaces are safe.

What does the setting need to do to improve?

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

- give children further opportunities to develop independence in everyday activities
- review the organisation of the environment to enable children to play and explore all available spaces
- strengthen the support for quieter and less confident children to ensure they consistently receive the same levels of positive interaction as their more confident friends.

Setting details

Unique reference number	EY455967
Local authority	Leicestershire
Inspection number	10233867
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	1 to 4
Total number of places	20
Number of children on roll	36
Name of registered person	LIFE MAT Services Ltd.
Registered person unique reference number	RP532142
Telephone number	01455 823889
Date of previous inspection	10 March 2017

Information about this early years setting

Bosworth Academy Day Nursery registered in 2012. It operates from within the grounds of Bosworth Academy, Desford. The nursery employs 11 members of childcare staff, eight of whom hold appropriate qualifications at level 2 or above. The nursery is open Monday to Friday from 7.45am to 6pm, all year around, except for a week at Christmas.

Information about this inspection

Inspector

Julie Addison

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 inspector observed staff's interaction with children and assessed the impact this has on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what she wants children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke to number of parents to gain their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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