

Inspection of Hermitage Day Nursery & Preschool

147-149 Hermitage Road, Whitwick, Coalville LE67 5EL

Inspection date: 14 March 2023

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

Staff provide a warm and welcoming environment, where children are happy and settled. Children demonstrate they are motivated and eager to learn. The staff know children well and provide stimulating experiences that build on children's interests and developmental stages. For example, staff notice babies enjoy exploring loose parts and moving resources from one place to another. Staff respond to this by placing carefully chosen items throughout the play areas for babies to freely explore and investigate. This means babies are stimulated and show high levels of engagement.

Children have immense fun playing with their friends and engage in a wide range of activities and games that support their learning and development. When playing outside they are keen to initiate their own games, such as hide and seek, and invite others to come and join in. Children learn to share and take turns with the equipment. They delight in playing in the mud kitchen, using the resources to pour, scoop and mix materials. Staff respond to children's interests and encourage their observation skills. For example, staff point to the sky and attract children's attention by saying, 'look up, what can you see?' Children jump up and down in excitement when they see a plane and discuss the patterns in the sky. Staff skilfully nurture children's interest in the world around them.

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

- Children make good progress in developing their physical skills as staff provide a rich variety of experiences. They develop strength in their hands and fingers during 'dough disco' sessions. Children carefully repeat the movements as staff model how to pat, stretch, squeeze and pinch the play dough. This helps children to develop the small-muscle skills they will need as they progress to using pencils to write.
- The experienced management team are committed to driving improvements in the nursery. All staff benefit from regular training opportunities and supervision to enhance their knowledge and skills. Staff plan exciting and purposeful activities that support children's progress in all areas of the curriculum. However, at times, staff do not consider how they will introduce and organise group activities. This means that intended learning outcomes are not always fully achieved.
- Staff support children well at mealtimes to develop their social skills and good manners. Children confidently use cutlery and develop their coordination as they pour drinks and spoon food onto their plates. Children engage in lively conversation with each other, sharing their news and discussing which foods they enjoy. After eating, children brush their teeth, which helps to support their understanding of good oral hygiene routines.

- Staff are good role models and gently guide children to show respect and kindness towards one another. Children recognise when a friend may need some help and willingly offer assistance. For example, they support each other to climb and balance outside and put on painting aprons. Staff interact positively with children and join in their games with enthusiasm. However, they do not always recognise when children need support to make appropriate choices during their play.
- Staff work hard to ensure all children reach their potential and achieve good outcomes. Staff regularly assess children's progress and act swiftly if they observe that a child requires additional support. The nursery works closely with parents and other professionals to ensure that targeted support plans are in place for children with special educational needs and/or disabilities. Additional funding is utilised effectively to increase staffing levels and provide appropriate learning resources to meet children's individual needs.
- Children are enthusiastic about books and reading. Babies and toddlers enjoy handling books and snuggling up to staff to look at the pages together. Older children show their love of stories by listening carefully at group story times and discussing the characters and events. They use small-world figures to re-enact their favourite stories, such as 'The Gruffalo', using different voices for the characters and repeating phrases they have learned.
- Parents comment that they are kept well informed about care routines and how their child is progressing. They feel valued and are encouraged to share their views about the setting. Parents appreciate the support staff give them and say that staff's enthusiasm for their work 'shines through'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure children's safety is given high priority. Regular checks are undertaken to ensure all areas where children play are safe and secure. Staff provide close supervision at all times, especially when children are eating and sleeping. All staff have completed paediatric first-aid training, which ensures they are able to deal with accidents quickly and appropriately. Staff undertake regular child protection training, which means they have a secure understanding of how to recognise if a child is at risk of abuse. All staff are aware of their responsibilities and know how and when to record and report their concerns. The management team have robust systems in place to ensure the suitability of all staff working directly 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 have consistently high expectations, when helping children to

manage their own behaviour

- support staff to consider the organisation of group activities in pre-school to enable all children to gain the most from the learning experiences.

Setting details

Unique reference number	2685587
Local authority	Leicestershire
Inspection number	10277724
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	0 to 4
Total number of places	80
Number of children on roll	124
Name of registered person	Storal Nurseries Limited
Registered person unique reference number	RP524868
Telephone number	01530 814477
Date of previous inspection	Not applicable

Information about this early years setting

Hermitage Day Nursery & Preschool registered in 2022 and is located in Whitwick, Leicestershire. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery employs 25 members of childcare staff. Of these, two staff are qualified to level 4, nineteen staff are qualified to level 3 and two staff are qualified to level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

Inspection activities

- The manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out two joint observations of group activities with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector held discussions with the management team. She reviewed relevant documentation and 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.

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 2023