

Inspection of High Hopes Day Nursery

High Hopes Day Nursery School, 150 Sandhills Avenue, Hamilton, Leicester LE5 1LU

Inspection date:

29 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive at this setting happy and ready to start their day. Older children run up to the nursery door full of enthusiasm. Staff greet children by name and ask parents how their child has been since they last attended. Children are encouraged to say goodbye to their parents and soon settle into their day. They form warm and trusting relationships with staff and enjoy playing with, and alongside, their friends.

Leaders and staff have constructed a broad curriculum designed to promote children's progress from their starting points. However, leaders have not ensured this is consistently implemented. Staff identify children's next steps in learning and take time to offer activities to promote their individual interests. For example, they provide songs and activities linked to space when children show an interest in this. They ensure messy play is always available to support children who enjoy being creative. However, interactions between staff and children are variable and staff do not focus enough on what it is that children need to learn next. This is particularly so for children who struggle with their speech and language development, which leads to weaker progress for these children.

Children show good physical development. Babies, supported by staff, learn to crawl and cruise safely around well-placed furniture and equipment. Toddlers and preschool children love to be outdoors. They learn how to climb steps up to the slide and across wooden beams, closely supported by staff. Children show good coordination as they manoeuvre wheeled toys in and around their play spaces.

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

- While leaders and staff have an ambitious vision for children's learning this is not implemented consistently. Children's experiences and progress vary throughout the nursery. Staff caring for toddlers and preschool children are not consistently supporting every child to make appropriate progress, particularly in their communication and language. When they play with children, they do not enrich children's language or provide them with new words or explanations as they play alongside them. This does not consistently engage them or build on what they know and can do.
- Staff ensure children have many opportunities to be creative and explore their imagination as they play. Children enjoy making pretend drinks and food in the role play areas and sharing these with staff. They use pencils, chalks and paints in a variety of ways. However, during adult-led activities, staff do not always allow children to use their own ideas and are quick to take over and do things for children. This can hinder children's creativity and leads to children wandering from activities sometimes.
- Staff are effective in communicating with parents. Parents speak about how

settled their children are and of how staff keep them informed of their children's learning, as well as sharing ideas with them, on how to support this at home. For example, staff offer advice on how to help with toilet training and ensuring that consistent messages are used regarding sharing and turn taking. Leaders organise parent events, such as stay-and-play sessions and invite doctors and dentists into the setting to help to build a community and try to create a good sense of belonging for the children and families that attend.

- Staff speak well of the support offered through the leadership of the setting. They are given time to complete observations and assessments for key children and comment that their well-being is well supported. All staff have regular supervision sessions and access to online training to support them in their roles. However, leaders do not accurately identify all learning needs that staff may have, which leads to weaknesses, such as the inconsistent implementation of the curriculum.
- Staff promote healthy lifestyles to children. The setting provides a vegetarian diet for all children and leaders work closely with outside agencies to be sure the menu is varied and nutritious. Children enjoy healthy snacks throughout the day, such as fruit, toast and crudites. Most staff eat with the children and discuss what they are eating and impact this has on their good health.
- Children benefit from the caring relationships they establish with their familiar adults. For example, when new starters are unsettled, staff cuddle and reassure them, helping babies to re-join their friends and engage in their play. When older children become upset, staff reassure them and offer kind words to help them feel safe and secure.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of staff interactions with children to support their all round development, particularly their communication and language skills	27/10/2025

ensure staff implement the curriculum effectively to address the individual learning needs of all children, including children who have speech and language delay.	27/10/2025
--	------------

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

- review the organisation of adult-led activities to ensure that all children can participate fully and share their ideas.

Setting details

Unique reference number	EY556083
Local authority	Leicester
Inspection number	10418678
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	56
Number of children on roll	75
Name of registered person	High Hopes Day Nursery School Ltd
Registered person unique reference number	RP556082
Telephone number	0116 2765894
Date of previous inspection	4 June 2021

Information about this early years setting

High Hopes Day Nursery registered in 2018 and is located in Leicester. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2, 3, 5 and 6. The nursery opens from Monday to Friday all year round, accept bank holidays and a week at Christmas. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for children aged nine months to four years.

Information about this inspection

Inspector

Alexandra Brouder

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors, and assessed the impact that this was having on children's learning.
- The inspector and manager carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the providers and manager about the leadership and management of the setting.
- 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.

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 2025