

Inspection of High Hopes Day Nursery (Glenfield)

17 Holmwood Drive, Leicester LE3 9LG

Inspection date: 4 April 2025

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure children's safety and welfare. Staff do not have a suitable knowledge and understanding of child protection issues and where to refer concerns. Risk assessment procedures are not effective in identifying and minimising risks in the environment.

Leaders have devised a curriculum that includes some age-appropriate goals for children. However, they have not identified many of the weaknesses in staff practice and, as a result, the quality of teaching is poor. Children with special educational needs and/or disabilities (SEND) do not receive appropriate support to engage in play or regulate their emotions. Leaders do not ensure parents and carers are informed about their child's development and what they are learning next.

Some children do settle quickly at the nursery. They are supported to understand some of the expectations and are respectful of the resources and each other. Staff provide consistent and effective support when children are having their nappy changed. They give children time to recognise what is happening and make sure that they are ready to go with the member of staff. Older children have opportunities to challenge themselves while developing their physical skills on the outdoor play equipment.

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

- Leaders are not taking a proactive approach to managing risk assessments within the setting. During the inspection, leaders were overly reliant on the inspector to point out risks to them. For example, babies were playing with silica gel, which leaders had failed to identify is unsuitable for young children. Additionally, leaders do not ensure that all aspects of the premises are safe for children.
- Despite providing training and opportunities for quizzes and discussions about child protection, leaders are not ensuring that staff are able to effectively identify and appropriately manage safeguarding concerns.
- Leaders and staff do not demonstrate that they know how to support children's learning and development. Although staff have regular supervision meetings and receive feedback on their practice, the support by leaders is not driving improvements to teaching. Staff interactions with children are weak, particularly in terms of children's language development. Staff often speak continuously and loudly without giving children an opportunity to respond. Children are very quiet and some rarely speak.
- The support for children with SEND is not effective. Although the special educational needs coordinator (SENCO) has an appropriate understanding of

children's needs, leaders do not consider what staff require in order to support the children. Leaders have failed to provide any professional development for the staff who are a key person for children with SEND. Children become upset and frustrated as staff fail to recognise or support their interests. This escalates as staff try to guide them away from what they are interested in. Leaders are not ensuring staff have the skills to help children to regulate their emotions.

- Staff have clear routines throughout the day and help children to understand some of the expectations, for example when it is time to go inside. However, at times staff give inconsistent messages to children. Younger children stand on the bottom rail of the fence and gate in order to look into the larger play area. Staff sometimes tell them they should not do this but at other times ignore what they are doing.
- Staff provide handover information for parents when children are collected, such as what activities they have enjoyed and what they have eaten. However, leaders do not always ensure that parents know what to expect from the setting in terms of communication. They do not ensure that parents are informed about the progress their children are making and what they are learning next.
- Children enjoy a healthy home-cooked menu. Leaders ensure children's dietary needs and preferences are taken into account. Staff ensure hygiene procedures are followed when serving meals to children.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that all necessary steps are taken to identify and minimise risks to promote children's safety	18/04/2025
ensure that all staff have a suitable knowledge and understanding of safeguarding issues including the procedure to follow to refer concerns	30/05/2025

provide appropriate support, coaching and training for staff to improve the quality of teaching	30/05/2025
ensure that all staff provide appropriate support for children with special educational needs and disabilities	30/05/2025
improve information sharing with parents and carers so that they are fully informed about their child's learning and development.	30/05/2025

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

	Due date
ensure that children receive appropriate support for their learning through warm and positive interactions to encourage their early language and communication development effectively.	04/07/2025

Setting details

Unique reference number	2735050
Local authority	Leicester
Inspection number	10394256
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	55
Number of children on roll	67
Name of registered person	High Hopes Day Nursery School Ltd
Registered person unique reference number	RP556082
Telephone number	01162870092
Date of previous inspection	Not applicable

Information about this early years setting

High Hopes Day Nursery (Glenfield) registered in 2023 and is in Glenfield, Leicestershire. The nursery employs seven members of childcare staff. Of these, five hold appropriate early years qualifications. The nursery opens from 7.30am until 6pm, Monday to Friday all year round. The nursery provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Ellaway

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector spoke with the nominated individual, registered individual and manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations with the manager.
- Parents and carers shared their views of the setting with the inspector.
- The inspector looked at relevant documentation.

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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