

Inspection of High Hopes Day Nursery (Glenfield)

17 Holmwood Drive, Leicester LE3 9LG

Inspection date: 9 July 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not ensure children's safety within the setting with regards to risk assessments, including procedures in place to keep children safe when they are outside in hot weather.

Staff do not provide appropriate support for children who speak English as an additional language (EAL). They do not establish how fluent children are in their home language or use their home language in the setting to help them to progress. Leaders do not understand the purpose of the progress check at age two and, therefore, do not make effective use of the information available to them.

Staff interactions with children across the setting are poor. Staff deliver some activities at too fast a pace, which means that children gain very little learning through these as a result. Although staff identify what they want children to gain from an activity, plans for children's learning are frequently not implemented effectively. A high number of children rarely speak during play. Although arrangements are in place for the supervision of staff, this is not helping to drive improvements in the quality of teaching.

Staff working with the younger children use strategies to support their behaviour that are contrary to the nursery's policies and procedures. For example, they tell children that they are 'being silly' to describe those who are displaying unwanted behaviour. They also place children in 'time out'. This practice does not support young children to learn about staff expectations for behaviour and the reasons why some behaviours could be harmful to others. That being said, children behave well and follow the routines, for example they walk carefully down the stairs when they are going outside and sit at the table to eat their meals.

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

- Leaders have not addressed some of the actions from the last inspection. In addition, there were further breaches of the statutory requirements in place to ensure children's safety identified at this inspection. Although they have provided intensive training, coaching and guidance since the last inspection this is not yet having a positive impact on staff practice. Recent observations of staff teaching are unduly optimistic, and leaders are not demonstrating that they can accurately identify weaknesses in practice.
- Leaders are not ensuring that staff understand and are implementing the setting's policies and procedures. Staff working with the younger children do not demonstrate effective behaviour management techniques. This is the third visit where Ofsted have highlighted issues with the implementation of the nursery's risk assessments. Although there is a sun safety policy in place, staff were failing

to follow this. Staff lack vigilance with identifying and removing hazards within the environment.

- Teaching remains weak. Although staff have an idea of what they are trying to teach children, they are not demonstrating they are able to implement this. As a result, children's engagement levels are low and they gain very little from activities. A significant weakness across the setting is that only a very small number of children express themselves verbally. Even when staff recognise how quiet the children are, they do not take steps to address it. Furthermore, for children who speak EAL, staff do not attempt to establish their stage of development in their home language to identify whether there are any concerns about their communication skills.
- Leaders lack understanding of the purpose of the progress check at age two. Staff complete the assessment but do not consistently check whether parents and carers have read it and have contributed. A lack of coordination means that it is unclear whether the information is then shared with other professionals. Staff do liaise with other professionals regarding children with special educational needs and/or disabilities in order that they understand how they can support them.
- Staff have a suitable knowledge and understanding of how to identify and manage child protection concerns. They regularly refresh their knowledge of different aspects of abuse. Leaders frequently test this knowledge to ensure it is retained.
- Parents and carers comment on the useful information sharing at handover times. They value the regular parents' meetings, where they receive information about their child's development and what they are learning next. They welcome the guidance staff provide to ensure consistent support for their child's learning at home.
- Children settle into the nursery and show that they are comfortable with staff and the environment. Staff consistently follow hygiene practices at mealtimes. They communicate with each other to ensure children's dietary needs are met.

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
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ensure that all necessary steps are taken to identify and minimise risks to promote children's safety	10/07/2025
provide appropriate support, coaching and training for staff to ensure that they understand and can implement the setting's procedures and to improve the quality of teaching	15/08/2025
ensure that staff understand how to support children's behaviour effectively.	15/08/2025

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

	Due date
ensure that the progress check at age two is used to address any issues or concerns and involves parents, carers and other professionals	03/09/2025
provide appropriate support for children who speak English as an additional language, including exploring children's skills in their home language to inform their development	03/09/2025
ensure that children receive appropriate support for their learning to achieve good or better progress.	03/09/2025

Setting details

Unique reference number	2735050
Local authority	Leicester
Inspection number	10403106
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	70
Number of children on roll	70
Name of registered person	High Hopes Day Nursery School Ltd
Registered person unique reference number	RP556082
Telephone number	01162870092
Date of previous inspection	4 April 2025

Information about this early years setting

High Hopes Day Nursery (Glenfield) registered in 2023 and is in Glenfield, Leicestershire. The nursery employs 10 members of childcare staff. Of these, nine 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, nominated individual and registered individual completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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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