

# Inspection of Forest Rock Day Nursery.

16 Church Hill, Woodhouse Eaves, LOUGHBOROUGH, Leicestershire LE12 8RT

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Inspection date: 4 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy to attend the nursery and display a positive attitude to learning. They form strong relationships with the staff, who support children's emotional well-being and self-esteem well. For example, toddlers frequently ask staff if they can have a comforting cuddle, demonstrating they feel safe and secure with familiar adults. Babies are supported to have a sense of belonging, when staff show them photos of their families and friends. Pre-school children cannot wait to share their complex building brick structure with the manager, showing pride in their achievements. They are offered lots of praise for their effort and assured if anything happens to their building that they will be able to build it back up again.

Children of all ages clearly have a love of books. They regularly bring staff a book to share with them. Babies touch the different textures on the pages in age-appropriate books. Pre-school children fetch a cushion outdoors and snuggle up to staff to listen to the story. Pre-school children are articulate and knowledgeable when, urged on by staff, they are asked to share the facts they know about volcanos. This helps to develop children's confidence to speak in front of others. Children benefit from their knowledge of the routines they follow during the day and gentle reminders that support their positive behaviour.

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

- The knowledgeable manager and her motivated staff team provide a home-from-home learning environment for all the children. They deliver a sequenced curriculum to support children's learning and the activities provided are exciting, helping children to extend their knowledge of traditions, such as Easter. For example, babies explore with interest and copy staff when they put on Easter bonnets. They use their hand-eye coordination to place pretend eggs in egg boxes.
- Staff have a very good knowledge of the children in their care. They are aware of their needs, interests and their next steps for learning. Staff know what to teach children and when. For example, they help babies to develop their physical skills and core strength by placing objects on different levels, where babies have to reach for them.
- Staff's teaching helps children to develop their knowledge and new skills in readiness for future learning. They guide toddlers to find and put on their own coats. Pre-school children collect their food and carry their plate to and from the table at lunchtime. Children are becoming increasingly independent.
- Staff provide children with good opportunities to consolidate their learning. For example, children thoroughly enjoy making potions indoors. Staff continue this activity outdoors. Children mix colours in water and proudly announce, 'Now I can do it' as they master using a syringe. However, occasionally, staff do not

provide even more challenge to extend children's learning further. For example, toddlers explore and use their own imagination with dinosaurs, they independently mix water and sand. Staff do not always extend children's learning at this time.

- The nursery chef provides well-thought-out, nutritious meals for children. Each day, children are offered snacks and meals that include all their daily nutrients. Staff and the chef ensure they take extra care to know every child's dietary needs, such as food allergies or preferences. This helps to promote their good health. Children develop a very healthy attitude towards eating and keenly eat up all their lunch, going back for seconds and some ask for thirds.
- Staff occasionally support children to research information on digital devices. However, children do not have many opportunities to develop their understanding of technology and how to identify and react to potential hazards when they access the internet.
- Staff are calm and patient as they help children to learn about behavioural expectations. They plan activities to help children explore and name their emotions. For example, children look at 'emotion stones' and then look into a mirror as they try to recreate the emotion with their own face.
- Parents are very appreciative of the strong relationships and regular communication that they have with staff. They are very complimentary of the staff's work with their children. Parents comment they have noticed learning in their children that has come directly from their time in nursery, such as social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a good knowledge of safeguarding and their role to help keep children safe. They can identify signs and symptoms that may be indicators that a child is at risk of harm. They are aware of how to report and record information and how to seek support from outside agencies, should they need too. Staff have a good understanding of how to keep children safe and healthy on a daily basis. Spaces used by the children are safe and secure. Parents use a fingerprint system to help ensure that children are dropped off and collected safely.

## What does the setting need to do to improve?

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

- strengthen the quality of staff's interactions, so that children benefit consistently from further challenge in their learning
- help staff to expand children's knowledge of how and what to do if they identify potential hazards when using digital technology.

## Setting details

<b>Unique reference number</b>	EY261598
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10276476
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	McEnery, Timothy John
<b>Registered person unique reference number</b>	RP514094
<b>Telephone number</b>	01509891131
<b>Date of previous inspection</b>	18 July 2017

## Information about this early years setting

Forest Rock Day Nursery was re-registered in 2017. It is located in the village of Woodhouse Eaves, Leicestershire. The nursery employs 15 members of childcare staff, of whom 10 hold appropriate early years qualifications at level 3. It opens on Monday to Friday from 7.30am to 6pm all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Sharon Alleary

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided both indoors and outdoors and assessed the impact that this is having on children's learning.
- The manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents, looked at written testimonials and took account of this feedback.

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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