



## North Leeds Community Nursery (NNI)

Inspection report for early years provision

<b>Unique Reference Number</b>	EY297995
<b>Inspection date</b>	21 November 2005
<b>Inspector</b>	Thecla Grant
<b>Setting Address</b>	Foxcroft Close, Leeds, West Yorkshire, LS6 3NT
<b>Telephone number</b>	
<b>E-mail</b>	
<b>Registered person</b>	North Leeds Community Nursery
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

North Leeds Community Nursery opened in 2004 and operates from three rooms in a pre-fabricated building on the grounds of Beckett Park Primary School in Leeds. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 07.45 to 18.15 for 51 weeks of the year.

There are currently 37 children aged from 9 months to under 5 years on roll. Of these, 18 receive funding for nursery education. Children come from a wide

catchment area. The nursery currently supports a number of children with special educational needs and also supports a number of children who speak English as an additional language.

The nursery employs 8 staff. All staff including the manager holds appropriate early years

qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children effectively stay healthy because staff follow current and appropriate environmental health and hygiene guidelines, policies and procedures. For example, the staff always wear gloves when changing the children's nappies and wipe the nappy changing mat with antiseptic spray. Children use separate face cloths to wash their hands and faces after lunch. Most staff have the first aid certificate. All staff are aware of the sickness and medication policy.

Children enjoy freshly cooked meals each day, they are encouraged to bring fruit into the nursery to share with each other as part of a healthy eating regime. Children discuss foods that are good for you and foods that are not good for you. For example, they discuss that chocolate, crisps and sweets are not good for you because they rot your teeth. Younger children are taught hygiene from an early age and older children fully understand simple good health and hygiene practices.

All children enjoy physical activity the younger children are growing and developing. For example, a 23 month-old plays on the small climbing frame, she climbs the ladder and slides down the slide. Outdoors the older children play on the see saw, tractor and tricycle. Some use their feet to push themselves along, others use their feet to push the peddles on the tractors. They use simple tools to effect changes to the materials, for example, children have made reindeer with modelling material. The staff are fully aware of the importance of rest and sleep for children. Therefore children effectively rest and sleep according to their needs.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a warm and welcoming environment with very good evidence of play. The accommodation is secured by an electronic entry system and monitored by the management who can see the entrance clearly from the office window. The walls display the children's art work along with other stimulating creative displays and each room is set out to entice the children to play. Children play happily with suitable and safe equipment which includes positive image of race, culture, disability and gender.

The children benefit from a safe and secure environment because the staff are vigilant in their supervision of the children to ensure they are kept safe during the day. Most staff are aware of the safety policy and procedures and steps are in place to ensure children cannot access hazards. For example, the radiators have safety guards so children cannot touch them. Young children learn to keep themselves safe and avoid accidental injury. For example, as staff sweep the sand from the floor they explain to the children what they are doing and why.

Children are protected because staff suitably understand their role in child protection and are able to put appropriate procedures into practice when necessary.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children happily play with a broad range of activities which support their language, mathematical thinking and imagination. They are able to make decisions about their play and engage in activities where they can explore and investigate. Children are confident in their play from the youngest to the oldest. Children under 2-years-old are finding out about their environment, as they explore their room they sample the toys provided. For example, playing with the mushroom shape sorter and putting the shapes in their mouth. They are learning to be imaginative and re-enact a shopping expedition. For example, they push the prams and shopping baskets, they get plastic food items and put them into the basket.

Adults provide an interesting and stimulating balance of activities, allowing for both active play and relaxing activities. Older children effectively share and take turns and they have a harmonious relationship with each other and the staff who care for them. They show keen interest in what they do and respond very well to challenges. Their interest and enthusiasm is excellent. For example, a small group of 3-year-olds enjoy playing offices. One child asks the other to come into her office and they proceed to write letters and put them into envelopes. The children show respect for each other in play. They give each other enough space to play comfortably and support each other. For example, a small group of children have constructed a rabbit cage and do not want to disassemble it at tidy up time. A 3-year-old says "it's okay put it on the display table".

### **Education**

Children are making good progress through the stepping stones toward the early learning goals. They are making satisfactory progress in mathematical development and knowledge and understanding of the world. They are making good progress in all other areas of learning. The children enjoy counting the cotton wheels and count up to eight saying one number of each item. The children count up to more than 10 by route. As the children play in the water they discuss half full and full, they talk about big and little. However, more opportunities can be provided for children to develop calculating skills. The children benefit from the staff's skills in extending their play. For example, during music and movement they move in rhythm to the music and develop good co-ordination and control of their bodies. The children know how to operate simple equipment such as the tape recorder and can use the mouse skilfully.

However, opportunities are missed to extend children's interest regarding living things to find out more about them.

The quality of teaching and learning is good, it provides a realistic challenge for all groups of children. The staff have a secure knowledge and understanding of the Foundation stage and how young children learn. Teaching motivates children so they are keen to learn, but opportunities are missed to encourage children to operate independently within the setting. For example, during toilet and wash the staff prepare the wash basin with water for the children to wash their hands. Planning is in place and provides a good range of activities and experiences across the six areas of learning. The children's progress reports are in place. However, it is difficult to judge how children are progressing through the stepping stones, because their progress reports are not regularly updated.

### **Helping children make a positive contribution**

The provision is good.

Children are effectively cared for by staff who work with parents to meet their individual needs and ensure they are fully included in the setting. Procedures to keep parents informed about the provision is very good. The parents are encouraged to be involved in the parents' committee and are given feedback about their children's development verbally and through record keeping. The parents are aware of the complaint and compliment book and are familiar with policy and procedures of the nursery. They are regularly given questionnaires with regard to the future of the nursery and their thoughts. For example, what they would like to see in the new garden. Effective arrangements are in place for children with special needs which staff are fully aware of.

All children work harmoniously with each other, they have a good sense of belonging and are confident and competent in their surroundings. Younger children enjoy being with familiar and trusted adults. For example, after waking up they feel comfortable enough just to sit and relax on their key workers knee until they are ready to play. The older children have a good level of engagement and enthusiasm. They know what is expected of them and are very well behaved. Children are learning about other cultures and beliefs such as Chinese new year, Holi and Easter. They show interest in the world they live because the staff effectively challenge and extend their play. For example, a 3-year-old wants to talk about his holiday in Catalonia. The member of staff shows him the route which the aeroplane took on the atlas. He enjoys looking at the atlas and wants to see where different countries are. The children's spiritual, moral, social and cultural development is very well fostered.

The quality of partnership with parents is good. The staff involve parents with their children's education through information on the parent notice board and they invite parents to speak about their profession to all of the children. The parents are aware of where their children's profiles are, but these are not successfully linked to the stepping stones and not very well explained for parents to fully understand how well their children are progressing through the stepping stones toward the early learning goals.

## **Organisation**

The organisation is satisfactory.

The staff mostly make good use of space and other resources so that children are well cared for and supported during their time at the nursery. Group sizes and staff deployment contribute to children's good health, safety, enjoyment, achievement and ability to make a positive contribution.

Children benefit because recruitment and vetting procedures ensure children are well protected and cared for by staff with knowledge and understanding of child development. For example, all staff are suitably qualified to a level three standard in childcare and the nursery closes three times a year for staff training. The management committee is aware of their responsibility for vetting all new staff and have employed a company to undertake this procedure. However, there are no systems in place to check new staffs medical information and not all paperwork is appropriately filled in, for example, the register. Policies and procedures are in place, but not all staff are aware of them.

The quality of leadership and management is satisfactory. The leaders have a clear vision for nursery education and a strong focus on the personal development and achievement of all children and staff. They have a commitment staff team and some systems are in place for staff's professional development.

Overall the quality of care and education of the provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

The provider is required to keep a record of complaints made by parents which they can see on request. The complaint record may contain complaints other than those made to Ofsted. There are no complaints to report.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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The quality and standards of the nursery education are good.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure space and resources are organised effectively to meet the needs of the children 2-3 years
- make sure adequate systems are in place with regard to the recruitment of new staff: Ensure all registers are filled in appropriately and staff are aware of all policy and procedures of the setting.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to operate independently in the setting with regard to washing hands and adapt children's profiles so parents can access how well their children are progressing toward the early learning goals
- develop planning to include more opportunities for children to calculate, explore and investigate. Make sure children's profiles are regularly updated.

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