

Lesley's Private Day Nursery

Inspection report for early years provision

Unique reference number

EY441140

Inspection date

23/05/2012

Inspector

Rachel Ayo

Setting address

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Type of setting

Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Lesley's Private Day Nursery has been operating since April 2011, however, was newly registered in December 2012 due to moving to larger premises. It operates from six rooms within a self-contained unit within Mortec Business Park on the outskirts of Leeds. The provision serves the local area and is accessible to all children. There are a small number of steps to reach the entrance of the premises. Children have access to their own enclosed outdoor play area a short walk away from the premises.

The nursery opens Monday to Friday all year round, excluding the week between Christmas and New Year. Sessions are from 7.30am to 6pm. Children attend a variety of sessions. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 48 children at any one time all of whom may be in the early years age range. There are currently 47 children attending who are within this age group. The nursery provides funded early education for three-and four-year-olds and supports children with special educational needs and/or disabilities.

The nursery employs 10 members of childcare staff, six of whom hold appropriate early years qualifications at level 3 up to the provider, also the manager, who holds a level 6. All staff, except for an assistant, without a qualification are currently working towards this. The nursery receives support from the Local Authority and are members of the National Day Nurseries Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective as a result of overall meticulous policies and procedures, coupled with exceptionally strong leadership and management. A highly stimulating, accessible and welcoming environment is created. There is superb organisation of educational programmes which reflect rich, varied and imaginative experiences and observation and assessment systems are meticulous. Consequently, children make significant gains in their learning. Exceptional partnership working with parents undoubtedly ensures inclusion and good links are established with providers where children attend other settings, ensuring coherence in their care and education. Rigorous and extensive monitoring and analysis of what is done well and what might be improved results in exceptionally well targeted plans for the future.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- including all aspects of safety in risk assessments, with particular reference

to the risks associated with boundaries and gates and the effective supervision of children on the changing station.

The effectiveness of leadership and management of the early years provision

Staff's good knowledge of child protection is reinforced through a safeguarding notice board and websites are regularly checked ensuring policies and procedures are reviewed and updated to promote children's welfare. Robust recruitment, vetting and induction ensures children are protected and cared for by adults who are very clear about their roles and responsibilities. Risk assessments are generally thorough in keeping children safe. Entrance to the business park is monitored by a gated intercom along with a buzzer system to the nursery. The garden is secured with high fencing and an external catch which is out of children's reach. Although, the fact that other persons could access this, even though staff are vigilant, has not been fully considered. Sunhats, shaded areas and regular applications of sun protection cream ensures that children stay safe. Children are closely supervised, although the organisation of the nappy changing station means that staff momentarily leave the side of a child to access equipment. There is an extensive range of high quality furniture and equipment. The stringent arrangements for taking babies and toddlers to and from the garden safely, for instance, are supported through numerous double buggies and wrist reins, and fluorescent tabards are provided on outings to promote their welfare.

All children are fully included through exceptional relationships with parents. A display of 'Our Family' enables parents to contribute photographs which unquestionably shows that staff value each child's uniqueness. Parents share family traditions, home languages, activities and recipes in order for all family backgrounds to be celebrated. Staff work exceptionally hard to find out about children's individual needs through detailed 'All about me' forms. Parents receive a prospectus and welcome pack, newsletters and daily record sheets which include messages to and from home including development. Systems for updating them about, and involving them in their child's learning are outstanding. Four month development reviews take place, 'All about me' forms are updated, and parents complete feedback forms. Information about supporting general aspects of children's development at home are provided and children take turns to take home 'Alphabet Bear'. There is effective ongoing communication with other settings alongside topics being complimented.

The provider has high aspirations for quality and there are extensive self-evaluation tools. They are working towards quality assurance status, a comprehensive improvement plan is reviewed each month and excellent use is made of courses, publications, websites and advice from the local authority. There are outstanding systems for monitoring the performance of staff and their development. There are goal setting meetings at the start of the year, mid-term reviews and yearly appraisals. The views of staff, children and parents are undoubtedly considered through regular questionnaires and contributions to planning and menus. A recently formed parent panel provides an excellent forum for involving parents in making key decisions. Comments from parents are

extremely complimentary and suggestions for improvement are acted upon promptly. The commitment to continual improvement is undoubtedly reflected in the recent move to larger premises and recommendations from the inspection which took place prior to the move being fully implemented in the new premises.

The quality and standards of the early years provision and outcomes for children

Children display high levels of confidence and self-esteem and excellent relationships are established. Daily routines are carefully considered, ensuring children feel safe and secure. Staff expertly recognise when babies and toddlers are hungry or tired and adapt their practice accordingly to respond to their needs. For example, they note that babies are becoming fractious in the garden because of the hot weather and take them inside. Babies and toddlers excitedly babble and kick their arms and legs in anticipation of lunch. All age groups' independence is superbly fostered. Children select their own resources and toddlers are encouraged to feed themselves. Children over three help themselves to eating utensils and sort and match these into separate bowls afterwards with support from signs, helping them develop a strong sense of responsibility. Children are extremely well behaved and sociable as they link up with their peers to negotiate, take turns and share ideas as they dig in soil and bark chippings. Outings provide children with good opportunities to learn about staying safe. For example, when going on a train journey staff point out signs about keeping back from the edge of the platform. Staff provide an exceptional range of activities incorporating exciting topics. An excellent range of outings, first hand experiences and visitors extends children's learning immensely and provides extensive opportunities to access fresh air and exercise. They eat fish and chips outside in trays as part of a beach theme, visit the farm and pet shop, and while learning about holidays and travel, children visited the airport and a pilot visited them. Parents are actively encouraged to contribute to topics and are invited in to talk about their jobs.

Children are developing excellent skills for the future. They communicate confidently and are exposed to an environment that is rich in print. They recognise their name through self-registration, staff focus on a letter sound of the week and there are baby signing groups run by an external source. Children have excellent access to ICT equipment, such as, computers and newly purchased interactive whiteboards. Creativity is highly fostered through exciting role play areas, such as, a garden centre which followed on from a visit to buy seeds which children planted in their vegetable garden. Alongside arts and craft areas and planned activities, 'messy days' enable the exploration of a wide range of exciting sensory activities in the garden. Children learn extremely well about diversity through positive images in resources and superb activities around other cultures. For instance, they have made Aboriginal family maps and visited a 'Dancing in the Street' exhibition during the 'Carnival' topic where they observed costumes and played a steel drum.

Children's all round good health is promoted to a high standard. The setting received the highest food hygiene rating during an unannounced visit and the excellent provision of home cooked meals is planned around government

guidelines. Foods associated with other countries are introduced to extend children's experiences, such as, Mexican tomato bake, Thai prawn and vegetable curry and sweet and sour fish with noodles. Individual dietary needs are highly met through close partnership working with parents and professionals. Children have superb access to physical activity through daily access to outdoors, fortnightly music and dance sessions delivered by an external company and fun circuit training in a gym studio. Children learn about other aspects of a healthy lifestyle through effective hand wash routines and excellent topics about their bodies where they buy, make and taste healthy foods and partake in fruit printing and tissue vegetable collages.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met