

Best Childcare Nursery

Inspection report for early years provision

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Inspector	Thecla Grant
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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*.

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Description of the setting

Best Childcare Nursery is one of four provisions privately owned by Best Family Childcare Ltd. It opened in 2012 and operates from two floors in a large Victorian three story building in the Chapeltown area of Leeds; close to shops parks and local transport links. Children have access to three outdoor play areas. It is open each weekday from 7.30am to 6pm for 52 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 60 children may attend the nursery at any one time. There are currently 35 children from birth to under five years on roll, who attend on a full and a part-time basis. The nursery supports children with English as an additional language. The nursery provides funded places for early education.

There are currently seven members of staff, seven of whom hold early years qualifications to at least Level 2 and Level 3. An additional member of staff is employed at the nursery as cook. Two members of staff currently hold a degree in Early Years Childhood Studies; two have a masters in Early Years Childhood Studies and one is working towards their masters degree in Early Childhood Studies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and practitioners effectively support the children in their care so that no child is disadvantaged. Effective arrangements are in place to monitor and assess the children's learning and development. Systems to promote children's welfare are good; safeguarding arrangements are robust. Practitioners effectively work in partnership with parents and partnerships with others are developing well. The setting's capacity to maintain continuous improvement is strong.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve procedures to more clearly demonstrate that animals on the premises are safe to be in the proximity of children and do not pose a health risk.

The effectiveness of leadership and management of the early years provision

Practitioners have a good knowledge of the signs and symptoms of abuse and demonstrate an accurate understanding of the safeguarding policy in place. Robust vetting procedures make sure all those caring for children are suitable to be in

contact with them. Risk assessments are in place and include all areas of the setting to be assessed. These are concise and used as working documents to eliminate risks. As a result, risks to children are minimised. All fire prevention equipment is in place and the emergency procedures available and practised. Any problems identified are addressed to ensure children's safety. All required documentation is in place, but measures to minimise the risk of infection to children, when handling pets are not clear enough.

Leaders and managers have a clear vision for the setting and successfully inspire all staff. As a result, morale is high in the belief of the setting's success. Practitioners are involved in the evaluation of the setting along with the parents and children and an action plan is in place to address any weaknesses. For example, to enclose the access button on the garden gate, to further promote children's safety. Plans for the future include home visits and further enhancement in observation and assessment of the children, through the Ferre Laeve well-being and involvement scale. Parents are effectively involved in their children's learning. They help the setting to know what their child's life is like at home, through pictorial evidence of their weekend with the setting's colourful soft toy and through sharing 'to and fro' books between both parties. Parents are also involved in the observation and assessment process. Information shared is then used to promote the children's continuous care and learning between nursery and home.

Furniture and equipment are of a high quality and expertly used to stimulate children's learning. Resources include toys and equipment that are stimulating, challenging and age-appropriate. These positively reflect the diversity of the community and wider world; also photographic posters that positively portray disability, ethnicity and culture are attractively displayed on the walls at children's eye level. As a result, the environment is highly conducive to children's learning. A highly qualified staff team is in place, the impact of their professional development is apparent with the children's care. Partnerships with other providers include strong links with health visitors and other providers of the Early Years Foundation Stage. The setting consistently communicates with them to enhance the care and learning of children.

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

The children effectively benefit from a wide range of experiences to support their learning and development. Children under two years are beginning to develop a positive sense of themselves within the setting. They happily leave their key person's side to explore and access various challenges, such as water play, free painting and messy play with various foods. They develop their large muscle skills by using equipment, which encourages the children to climb. As a result, children are acquiring a positive disposition to learn. Communication, language and literacy are prominent within the setting. Practitioners caring for children under two years skilfully communicate with them using warm tones. Therefore, young children are starting to use their voices to communicate. A good range of opportunities is provided for children over two years to develop their speaking and listening skills.

For example, during circle time children are encouraged to listen to the questions about the weather and express their thoughts. Children join in with the discussion on 'words that rhyme'. Those with English as an additional language are fully included, having opportunities to use their first language with other children, by sharing familiar, everyday words such as cat and dog, with each other. As a result, children are beginning to understand the society in which they live.

Problem solving, reasoning and numeracy are effectively provided in a range of activities. For example, children over two years learn to count in sequence and some count from one to five. Opportunities are also provided for children to solve problems. For example, the problem of how to fill a tube with no bottom. This activity extended into making a musical instrument. Children under two years are beginning to make the connection that filling the container with water will move the water wheel around. As a result, all children enjoy and achieve in the setting and make good progress in their development and learning. Observations and assessments are effectively in place and linked to the areas of learning. Planning is child led at all times, with practitioners actively extending children's play by providing good challenges. Children's interest in the London bus is successfully extended through singing a song about the bus and counting and talking about the similarities and differences of the various small world people inside. Therefore, the children learn about people's similarities and differences as they play.

Children's interest and curiosity indoors and outdoors is effectively stimulated with a wide range of resources to develop their imagination and understanding of the natural world. For example, children enjoy constructing an elephant out of the large wooden bricks, they also have good opportunities to investigate the natural world through the mini beast hotel they have made and have independent access their sensory garden. Children also support the practitioners in the care of the rabbit and have constant opportunities to explore the mechanical resources available. As a result, children's knowledge and understanding of the world is developing extremely well. Children have a strong sense of belonging and demonstrate a clear understanding of this, as they support the practitioners in risk assessing their play area before their morning play session. Through this children demonstrate sound knowledge of the rules of the setting and develop a good awareness of how to stay safe. Meal times are a social occasion where children sit and eat together with their key person. They also learn from a young age about good hand washing practices and learn about healthy eating through growing their own produce, such as strawberries and potatoes. As a result, children adopt a healthy lifestyle.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

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

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