

Best Childcare Nursery

138 Chapeltown Road, LEEDS, LS7 4EE

Inspection date	04/12/2012
Previous inspection date	29/06/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The nursery is very well organised and staff undertake thorough observations, which are reflected in the planning and meet the unique needs of every child, ensuring that every child makes good progress in their learning and development from their starting point.
- Children are highly confident and show an excellent level of independence for their age, as a result of staff practice and a carefully organised learning environment.
- The indoor and outdoor child-focused learning environment provides interesting and stimulating activities that engage children and build on their interests. This is complemented by a good range of toys and resources as well as the rabbit and plants they care for.
- The staff understand how children learn. They support all children to make good progress through child-initiated and structured activities. The accessible resources are developed to meet individual children's interests and keep them motivated.
- Staff take effective action to extend and develop children's ideas, for example, by providing resources for them to experiment and build. They use crates, pipes and boxes to create imaginative structures in the front garden.

It is not yet outstanding because

- Staff have not yet introduced opportunities for babies to learn to sign to enable them to make their needs known.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector toured the premises and visited the outside area.
- The inspector discussed the nursery's policies and procedures including the changes in line with the revised Early Years Foundation Stage requirements.
- The inspector observed children within the nursery and the interaction with the staff and their peers.
- The inspector viewed the monitoring and assessment process and the recordings included in the children's learning journeys.
- The inspector took account of the views of parents and children through discussion during the inspection and questionnaires previously completed as part of the self-evaluation.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Best Childcare Nursery was registered in 2012 on the Early Years Register as part of a chain of four childcare settings. It is situated in converted Victorian premises in the Chapeltown area of Leeds, and is managed by an employed manager. The nursery serves

the local area and is accessible to all children. It operates from two floors of the three-storey building and there are three fully enclosed areas available for outdoor play.

The nursery employs 15 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3. There is one member of staff with a degree, three qualified at level 2 and two unqualified. The nursery opens Monday to Friday all-year-round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 57 children attending who are within this age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop opportunities for babies to learn sign language to enable them to communicate their needs more easily.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's progress in their learning is good because the staff have a good understanding of how to engage children's interests and support their development. They have a very good knowledge of children's starting points. Their initial assessment and information from parents ensures they can effectively build on what children already know and can do. The quality of teaching is strong and children's progress across all the areas of learning is good, particularly in their physical, personal, social and emotional development and communication and language. Children are involved in and concentrate well on adult-led activities, such as using white paint to make patterns or investigating how gloop feels. They also select activities for themselves with the pre-school children using the guitar and musical instruments from natural materials to make sounds and rhythms.

A love of books and language is promoted effectively by providing opportunities for children to access a wide range of books both for stories and information. Children use the comfortable quiet room independently, but also like to sit with staff to listen to them reading. They are confident in taking turns to contribute to stories and rhymes and predicting or discussing what is happening. They are also proud to develop their vocabulary and use the words highlighted by staff in the role play post office confidently. Children, including those who are non-verbal, are able to express themselves, such as

when they are hungry or want particular resources. The introduction of sign language has ensured children with additional needs can communicate, although this has not been introduced in the baby room to enable them to communicate more easily. Staff work very closely with outside agencies to develop support for children, including speech therapy to aid their communication skills.

The nursery has introduced new observation, monitoring and planning to ensure all seven areas of learning are planned for and included. Daily observations of children's activities are instantly recorded in writing for parents to see and take home, some with photographs, and matched to the areas of learning. These are then used to inform the weekly planning and activities which are then tailored for individual children. The weekly plans are readily available for parents to see and show how their children are experiencing learning opportunities across all the seven areas of learning. An ongoing learning journey is created with full observations, photographs and next steps for all children. These books are readily available for parents to see and to discuss with the child's key person. All children have opportunities to independently investigate and explore a good range of resources, including crates, boxes and pipes outside, and they have built a tepee in the garden to their own design.

Information about children's development and welfare is regularly exchanged with parents and other providers. This ensures the children's interests can be fostered effectively and any achievements identified. Staff have also developed a summary form for the two-year-old children and include parents in the discussion of children's strengths and any concerns. Parents are encouraged to participate in activities at home and to make observations of their children. They then display the comments on the notice board for staff to see. They are also invited to parents' sessions at the nursery to sample the play experiences their children enjoy and discuss their children's development, and to social occasions such as the bonfire party.

The contribution of the early years provision to the well-being of children

Staff deploy themselves extremely well to ensure all children benefit from secure attachments and the key person process enables staff to develop a very close relationship with both the child and his or her parents. All the children who attend regularly are comfortable with the staff and ask them for help if they are worried or have concerns. The settling-in process is established and led by the parents' wishes and children's needs. All the children show confidence and know they can hurt or harm other children if they are careless with the toys. They are all very caring towards the younger children and support them in their play.

The babies are well settled as the staff have a very good understanding of their individual needs, likes and routines. They ensure babies have continuity of care as at least two staff have close relationships with each child. Their early investigative and curiosity skills are promoted very effectively through the wide range of resources including natural materials for them to use. They show great interest in the different tools for making patterns with paint and laugh to see their paint-covered faces in the mirror.

The nursery is very well planned to enable children to explore and play freely. They can help themselves to an excellent range of resources which are available to meet the needs of all the children attending. Furniture is of the correct size and ensures babies can sit safely at meal times, while older children have appropriate cutlery and tableware to enable them to feed themselves. Mealtimes are pleasant social occasions when the children sit chatting to their friends eating healthy well-prepared food. Very effective use of the outside area provides daily opportunities for all the children to develop their physical skills and understanding of the world. They use the local park to access large fixed equipment for climbing and balancing. All the children have free access to the gardens and outside space each day. Waterproof suits enable the babies to play outside whatever the weather.

Staff understand the importance of good hygiene practice, which they pass on to the children. The babies are changed regularly, with good procedures in place. Staff ensure their noses are wiped as needed and their hands washed before food so they start to learn how to keep themselves healthy. As soon as the cloths are brought out for the tables the babies know it is food time and go to the table to sit down, showing a sense of routine. The babies go to sleep happily with staff close-by to help them settle. They also enjoy going into the outside area where they are able to investigate water and sand while having fresh air.

The older children have a very good awareness of healthy practices for personal care and before food, usually without reminding. Children enjoy healthy nutritious meals provided by the nursery, when they also develop independence by serving their own food and pouring their own drinks. Parents' wishes are respected if they have special dietary requirements or if children have allergies. Fruit is available for snack, with milk or water. They have the occasional treat for birthdays or when they do baking activities. A recipe book has been created for the children to use and utensils are readily available for them to help themselves. All children are developing a positive attitude and understanding of healthy eating. This is also promoted effectively through the planting, harvesting and cooking of vegetables they have grown in the garden. They are very proud of the potatoes, sprouts and peppers they have produced this year.

Children within the nursery learn to behave well and that boundaries are there for their safety and to protect them. They are involved in the risk assessments and are very conscious of the need to ensure safety gates are kept closed to prevent younger children leaving the nursery and other people coming in. Staff provide encouragement and good role models for manners and the children are polite to both staff and each other. They are careful with resources particularly when smaller children are around. The children have developed a great interest in the rabbit belonging to the nursery. They know how and what to feed it, and the older children help to clean out the rabbit's cage if they wish to do so. This has created within them care and concern for living things and their environment, while emphasising the need for good hygiene practice.

Transition within the nursery from the baby room to the downstairs playrooms is managed very well, with staff joining the children on their visits to give them confidence and support, although as they are familiar with the rooms and the children it is usually a smooth move. The transition to school has been planned, although no children have yet gone to school. The pre-school children are learning to develop independence and

confidence to cope with new situations and people. The nursery has excellent relationships with the schools through the out of school clubs. The children's learning journeys and their tracking forms provide a reliable assessment of the children's abilities and interests.

The effectiveness of the leadership and management of the early years provision

The staff have a secure knowledge and understanding of safeguarding issues and the procedure to follow if they have concerns. Parents are made aware of their role and responsibility to protect all the children in their care. Comprehensive risk assessments are in place and regularly reviewed, with children involved in identifying any hazards within the nursery. Staff make them aware of dangers they may encounter when using real woodworking tools and being close to the fires outside. The whole environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence.

All the nursery staff work hard to provide high quality care and learning opportunities. They are well qualified or working towards qualifications in order to further enhance the service they provide. Regular performance monitoring and appraisals are undertaken to ensure staff provide good quality care and to identify any training needs. Staff have undertaken training to implement the revised Early Years Foundation Stage and have introduced a more effective method of recording progress and development. The manager monitors the planning and assessment to ensure it meets the needs of individual children and supports their development needs effectively. This enables them to make good progress. Staff have also developed a two year summary form which has been used to discuss children's progress with parents before being passed to the health visitor.

The staff work closely with other professionals to support children when the need arises. They have experience of caring for children with a range of additional needs and take great delight in their achievements and progress. They also work well with families whose children speak English as an additional language, with labels and notices in their home language to make them feel comfortable and valued. A special word each week has helped both children and staff to communicate better and to value different languages.

Self-evaluation is used effectively to identify areas for improvement which can be included in the action plan, while also recognising the strengths of the setting. Parents are consulted to ensure their views and suggestions are included. Children are also able to complete questionnaires at home and to discuss their likes and dislikes during circle time in the nursery. Parents' views are sought through daily discussion and questionnaires and those spoken to during the inspection expressed great satisfaction with the care their children receive. They enjoy looking at the development folders and seeing artwork and photographs displayed on the walls.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY440416
Local authority	Leeds
Inspection number	894128
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60

Number of children on roll	54
Name of provider	Best Family Childcare Ltd
Date of previous inspection	29/06/2012
Telephone number	0113 2624523

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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