

# Guiseley Children's Day Nursery

Claybanks, Otley Road, Guiseley, LEEDS, West Yorkshire, LS20 8BL

## Inspection date

28/02/2013

Previous inspection date

02/03/2009

## 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 2

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

- Practitioners have high expectations for children and teaching is securely based on a thorough understanding of how children learn. This ensures that activities and experiences are stimulating and motivate children in their learning. The records of assessment are detailed and are used effectively in the planning of activities to move children on in their learning.
- The setting's practice enables all children to do well, make good progress relative to their starting points and prepares them well for school or the next steps of their learning.
- The outdoor area is very welcoming. It provides very good opportunities for children to develop their physical skills and is used very well to explore the natural environment.
- Partnerships with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs.

### It is not yet outstanding because

- There is scope to extend partnerships with parents even further, to include sharing information about their child's learning at home so this can be used to further consolidate children's learning at the setting.
- The further development of children's independence during eating periods, is not fully explored as food is served directly to them. Consequently, children's independent self-help skills are not fully promoted at these times.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the four playrooms and when children were playing outside.
- The inspector spoke with the manager and the lead staff in each of the rooms at appropriate times. The inspector completed joint observations with the manager and lead staff.
- The inspector looked at self-evaluation, action plans, children's files, planning documentation, assessment documents, safeguarding arrangements and a selection of policies and children's records.
- The inspector also took account of the feedback from parents arising from the returned questionnaires.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Guiseley Children's Day Nursery was registered in May 2005. It is registered on the Early Years Register and compulsory part of the Childcare Register. The setting is privately owned and operates from three floors of a detached house in the Guiseley area of Leeds. Children are accommodated in four rooms, with associated facilities, on the ground floor and first floor of the premises. All children have access to three enclosed gardens for outdoor play.

The nursery employs 20 members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2 and 3. There are two members of staff that are completing the Early Years degree. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm and children attend for a variety of sessions. There are currently 80 children on roll. The nursery provides funded early education for three- and four-year-olds.

### What the setting needs to do to improve further

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

- extend the opportunities for parents of children in the pre-school room to share information about their child's learning at home and use this information to further enhance activity planning
- explore opportunities to further enhance older children's independence by encouraging children to self-serve during eating times.

## Inspection judgements

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

Children are provided with a good range of activities and experiences, which give strong support to their development across all the areas of learning. As a result, children are gaining many important skills to support them in their future learning. Staff demonstrate a clear knowledge and understanding of the Early Years Foundation Stage. Staff take good care to ensure that children's individual needs and interests are known and catered for. They continuously seek children's opinions, thoughts and ideas and use these when planning activities in order to keep children's interests at the forefront of their activities. For example, children's interest in dinosaurs is used for planning across the areas of learning. The setting is arranged across four separate rooms, which are planned around children's ages and stages of development. All rooms ensure that children have free

access to an extensive range of quality resources and interesting, enjoyable activities. Observation and assessment of children's progress across all areas of learning and development are focused. Staff use Development Matters in the Early Years Foundation Stage guidance and accurately track each child's progress. Consequently, all children make good progress in relation to their starting points. Staff show respect for the children, they speak to them with kindness and in a way that captures their interest. For example, they ask children to talk about their interest and children readily start conversations about birthdays. Staff are very skilled in questioning and extending children's thinking skills and encouraging their communication. For example, children are asked to talk about interesting facts they know about dinosaurs. They eagerly take turns to answer questions as they explain that the word 'extinct' means that the dinosaurs no longer exist. All children are involved in the discussions, and as a result, children demonstrate they are confident to speak in the familiar group and able to talk about what they know. Staff know that eye contact, facial expressions and different tones in their voices are instrumental in developing early communication with babies and young toddlers. Consequently, during story sessions, staff read stories with passion and involve the children throughout. Children have extensive opportunities to initiate their own play and build on their current interests. For example, they excitedly comment on how they should dress up as a popular children's cartoon character and go outdoors for a tea party. Staff join in and add to the role play clothes so children can develop their own role play storyline. Children discuss with enthusiasm the idea of taking the dinosaur play figures outdoors as well so they can place them in the sand. As a result, children are imaginative, creative in their thinking and enthused by their own ideas. Adults are very well deployed across all areas and rooms. Staff are skilled at recognising when to stand back and when to offer support to the children. Babies and toddlers thoroughly enjoy their activities. Staff sit on the floor, ready to interact and support the children as they wish. Low-level resources enable children to make their own choices. Many children crawl to the comfy 'cosy areas' in each room as they select books, explore wooden objects and investigate sensory play and musical instruments. This effectively promotes their all round enjoyment and achievement. For example, a toddler delights in playing with the musical games. Children get great pleasure from looking at the low-level mirror and exploring the texture baskets in the baby room as they listen to gentle music. They develop a good awareness of the life and customs of others through playing with toys and looking at books reflecting positive images of diversity. They take part in rewarding activities, such as celebrating Chinese New Year, by tasting foods and making their own lanterns. All children enjoy an extensive range of daily messy play and creative activities. Babies enjoy making hand print impressions and exploring paints, glitter and water. Older children enjoy making Mother's Day cards using a good range of resources, such as glitter, glue and paints. Staff are very quick to seize opportunities for number play in everyday activities, such as counting steps as they climb the stairs. Very well-resourced home corners, small world play, dolls houses, dressing-up and outdoor play areas offer good opportunities for imaginative play, both indoors and outdoors. Water and sand play provide good opportunities to explore capacity and volume as children pour and scoop. Jigsaws and puzzles support critical thinking, as children explore shape and matching. Children enjoy extensive opportunities to learn about the natural world. They regularly explore the nature garden to plant flowers and to search for mini-beasts. Consequently, children are developing a wider understanding of the world through activities in the outdoor environment.

Staff mostly work well with parents and carers to involve them in their children's learning. Key persons share comprehensive information daily with parents about their child's interests and strengths. This is done both verbally and through assessment records. Most parents are actively encouraged to share their children's achievements from home. However, as yet, this information exchange is not consistently used in all rooms to help further enhance planning and fully consolidate children's learning. Parents are very positive in comments made in questionnaires and generally report that they are happy with their children's progress. When older children transfer to the school, staff provide a summative assessment that includes some information from the parent and child, as well as the setting, and also exchange visits with teachers. As a result, staff are preparing children well for school readiness.

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

The effective key person for each child ensures staff know children and their families very well and can support their learning and development. Staff have an assured knowledge about children, even when very new to the setting. Babies also settle well because staff take the time to find out about their routines through excellent communication with parents on their child's likes and dislikes. They can then ensure very effective continuity by following the same sleep and feeding patterns.

Children are confident and enthusiastic learners who eagerly join in with activities. They make choices about whether to play inside or outdoors. They work well with each other and the adults in the setting, taking turns and solving minor disputes through negotiation during the use of outdoor games. Staff are skilled around their understanding of positive behaviour strategies. For example, many staff have attended training in this area. They are good role models and deal quickly and effectively with any issues, taking into account each child's needs, circumstances and stage of development. For example, during outdoor play they sensitively explain that all children can have opportunities to use the water utensils and the chinks for mark making. Children have a strong caring attitude towards their peers. For example, they readily help their peers with using the buckets and spades when playing with the sand. Overall, children are developing good self-care skills. For example, they are able to dress themselves before going outdoors and independently remember to follow the hygiene routines. However, during eating periods children opportunities for children to further enhance aspects of their independence, are less well used as staff plate and serve the children. As a result, children are not able to practise self-service and further develop their own independence. The setting follows good care and hygiene practices, especially with the very youngest children, to minimise the spread of infection. The nappy changing procedures ensure children's nappies are changed on a secure and fixed changing table. Staff ensure the nappy area is clean and washed down with anti-bacterial spray. Snacks and meals, prepared in the setting, ensure children receive a healthy balanced diet. The setting receives input on the menus from a dietician. The outdoor area is very inviting and very well equipped. Consequently, healthy exercise and children's physical development are prioritised with interesting initiatives, which include opportunities to fully explore the recently added nature area. In the outdoors, staff are keen to challenge children to calculate risk and to develop safety skills. They are

aware that a number of their children thrive in the outdoor environment. For example, children are encouraged to explore the different levels and to explain how they use the area safely. As a result, children show good awareness of their own safety and that of others as they hold the rails when ascending the stairs and use large and small equipment with care. They know that tidying up is important so that no-one trips up and the resources are carefully looked after. Indoors, the floor coverings are covered satisfactorily, rooms are safe and children play safely. Consequently, children play in a safe environment.

Children's well-being is further supported by staff's attention to welfare and safeguarding requirements, which are implemented well through routines, procedures and documentation. The setting enjoys positive relationships with both parents and other agencies and this also has a positive impact on children's overall well-being. Good communication between staff ensures transitions within the nursery, from one age group to another, are smooth and effective. For example, when children are ready to progress to the next room their key persons have meetings with the staff to share information. Children also go on visits so they become familiar with their new surroundings and the staff who will be caring for them.

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

The inspection took place following notification of concerns regarding nappy changing arrangements, safety of flooring and possible access to a small hole in the wall in the pre-school room. The inspection found that the nappy changing arrangements were effective and the safety of children in the pre-school rooms was not compromised in any way. The manager carried out a full review of the issues raised and immediately improved the nappy change area with a new support structure, taped down a small area of floor covering and closed an inaccessible hole. This demonstrates that the manager acted swiftly once made aware of the concerns.

Staff have a good understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage and has effective strategies to monitor their implementation. For example, clear policies and procedures are displayed and these are known and understood by all practitioners who have accessed appropriate safeguarding training. Access to the building is closely monitored and there are thorough signing in and out procedures. Therefore, no-one can enter the building without the knowledge of an adult. Outings are risk assessed to ensure children are safe when off the premises. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare.

There is a good overview of the curriculum through monitoring of educational programmes to ensure a broad range of experiences to help children progress towards the early learning goals. This is based on a good, secure understanding of the areas of learning and how children learn. Planning and assessment are monitored to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. However, the organisation of eating times does not make full use of

opportunities for children to extend their independence and self-help skills.

Robust recruitment procedures ensure that staff working with children are suitable to do so. There are effective systems for performance management and accountability arrangements are understood and consistently applied. Staff are monitored and under-performance is addressed. An effective and well-established programme of personal development through appraisals and supervision is helping practitioners to continually improve their knowledge, understanding and practice. Managers and all staff hold a relevant childcare qualification, with two staff undertaking degrees to enhance their existing qualifications. Self-evaluation takes into account the views of staff, children and their parents. They carefully monitor and self-challenge to drive for improvement that supports children's achievements over time. The two recommendations from the previous inspection have been addressed appropriately. As a result, planning and assessment has improved and resources reflecting diversity have increased. This ensures children's learning needs are consistently planned for and they gain a deeper awareness of people's differences and similarities. Strengths and weaknesses are effectively identified. Planned actions to overcome weaknesses have been concerted and effective as staff are able to attend numerous courses. There are strong links between identified priorities and plans for improvement.

Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. However, the managers have not yet fully embraced the challenge of gathering all parents' contributions towards the assessment of their children's learning at home. Consequently, some assessments do not clearly identify learning from home.

Staff have good procedures in place for the exchanging of information with other agencies to ensure children are fully supported and their individual learning and development needs are fully met. The management have procedures in place for the sharing of information with other settings the children attend. Reception class teachers are invited into the setting and staff visit other settings. This supports the continuity and consistency in children's experiences and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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 action. 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

<b>Unique reference number</b>	EY307001
<b>Local authority</b>	Leeds
<b>Inspection number</b>	906394
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	41
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Guiseley Children's Day Nursery Ltd
<b>Date of previous inspection</b>	02/03/2009
<b>Telephone number</b>	01943 871520

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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, which are usually the childminder's 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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