

# Prospect House

2 New Street,, Horsforth, LEEDS, West Yorkshire, LS18 4BH

## Inspection date

30/05/2013

Previous inspection date

18/02/2009

## 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

- Children enjoy their time in the setting, engaging effectively with knowledgeable and caring staff, who support them in making good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- All staff encourage children's good health and welfare. Children are safeguarded because the staff know the policies and procedures to be followed to protect the children in their care.
- The nursery staff develop successful partnerships with parents. Parents access online learning journals and information is shared between staff and parents on a daily basis, in order to meet the children's individual needs.

### It is not yet outstanding because

- Some story times cater for too large a group of children, with a broad range of abilities, to ensure all children remain fully engaged throughout the story. Also, props are not fully utilised to aid children's understanding around the conversations.
- Children's understanding of information and communication technology is not fully extended to enhance and promote their learning further in this area.

## 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 voluntary and compulsory parts 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 main playrooms across the three floors of the setting.
- The inspector held meetings with the manager, the lead early years practitioner and the special educational needs and/or disabilities coordinator.
- The inspector looked at children's assessment records, planning documentation, the setting's self-evaluation system and a selection of policies.
- The inspector reviewed the safeguarding arrangements and procedures for managing children during outdoor play.
- The inspector took account of the views of parents and carers in the setting's own parental survey.

## Inspector

Shazaad Arshad

## Full Report

### Information about the setting

Prospect House Day Nursery was registered in 2005. It operates from a detached building in the Horsforth area of Leeds. The nursery is accessible to all children and there is an enclosed area available for outdoor play. It opens Monday to Friday all year round from 7.30am to 6pm. Children attend for a variety of sessions. The nursery is registered on Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 170 children on roll. The nursery provides funded early education for three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 30 members of childcare staff. Of these, one staff member has the Early Years Professional Status award, one has Qualified Teacher Status, four have an early years foundation degree, two hold level 5 qualifications and a further 17 staff hold appropriate early years qualifications at level 3. The nursery receives support from the local authority.

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

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

- support children to listen to stories with increasing attention and recall by reviewing the size of groups and differing ability of children at group story time, and consider extending the use of props to stimulate discussions
- extend opportunities for children to select and use the available information and communication technology resources more effectively to enable them to consolidate their progress in this area of learning by, for example, providing access to working computer equipment.

## Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive staff play alongside the children, offering gentle support and encouragement, extending children's learning with individualised attention. Information gathered by the key person when children first attend provides a good base for establishing their starting points in learning. This enables staff to plan for individual

children's progress from their earliest days in nursery. Staff accurately monitor children's progress and learning. A picture of each child's development emerges through staff's observations of the children's involvement in many worthwhile activities. The assessments of the children's learning through their learning journals are complemented by the secure online interactive learning journal for parents. These assessment arrangements link very well to the progress check at age two. Also, the innovative use of online assessments encourages parents to share children's achievements and special events from home. Through the positive adult interaction and skilful support provided by staff members, children progress comfortably within expected levels for their ages. Consequently, children are being well prepared for school and the next stage in their learning and development.

Staff have a good knowledge and understanding of the early learning goals. They nurture and support children's learning. This means that children are quickly accustomed to making their own decisions and organise themselves well. There is a good balance between activities chosen by the children and those led by adults. Babies happily investigate the toys, such as music games, fabric books and soft play items. Staff offer reassurance and cuddles as and when needed, nurturing their personal, social and emotional development effectively. Older children enjoy exploring the creative materials as they mix, pour and measure baking materials to make their own buns. Children are developing good understanding of team work as they help each other with the baking materials and they understand mathematical concepts through following instructions around portion sizes. For example, they talk about adding water to the flour so that it reaches different numerals in the beakers. They also use their creativity and imagination well as they use construction equipment to build towers and use language such as 'big', 'tall' and 'massive' as they measure the towers against their own height and the staff's height. All children have good opportunities to learn by using their senses. Babies and young children regularly investigate the sensory play areas, use wooden objects in the treasure basket and experiment with paints, foam, water and 'gloop' dough. Overall, staff demonstrate effective teaching methods to support children's communication and language. For example, they help them to form letters and sounds through songs, rhymes and stories and through everyday conversation. A mixture of large group story times and small group work are used well in the pre-school room and to varying degrees of success in the toddler room. Staff occasionally use props to make group story sessions interactive and to support children in learning the key skills of listening to instructions, respecting and listening to the contributions of their friends and sharing their ideas in the wider group. However, the large group story sessions in the toddler room include younger children who are less used to group situations. As a result, these sessions are less effective in sustaining all children's attention supporting their learning. In addition, the props are not used for a sustained period in order to further stimulate discussions with the children.

When playing outdoors, children enjoy pushing and pulling toys and balancing on apparatus. Older children confidently negotiate obstacles when riding on wheeled vehicles, build their own obstacles and practise their throwing and catching skills with balls, showing good physical development. Children are developing meaningful friendships and are learning how to take turns and positively interact with each other. For instance, when they use the outdoor sit and ride equipment they are patient and polite to each other. Activities, such as pushing buttons, pulling levers and using the mega blocks, help to develop babies' and younger children's early problem-solving skills. Children have some

opportunities to explore a range of programmable toys, such as cameras, electronic drum kit and disc players. However, when they show an interest in attempting to use the computer they are unable to take this further as the computer equipment is not working. This limits children's ability to practise using the keyboard and mouse to explore educational games. The nursery has a good focus on exploring diversity with children. For example, children learn about diversity and difference as they celebrate festivals and special events from around the world, such as Eid, Diwali, Chinese New Year and Easter.

Links with schools have been formed. When children transfer to school, staff provide a summative assessment that includes good information from the parent and child, as well as the setting.

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

Children settle well because staff have a thorough knowledge of their individual likes, needs and routines. The effective key person system and the good level of adult attention ensures that all children form positive and trusting relationships with the staff. Children go to staff for reassurance and cuddles when they are feeling tired. This helps them to feel secure and safe in the environment helping to develop their confidence and self-esteem. Children independently access well-organised resources and equipment in a clean, bright and colourful environment, where they are confident and develop warm and friendly relationships with staff and peers. Their artwork and their early attempts at writing are put on display to boost children's self-esteem.

Children are well behaved and have a good awareness of right and wrong, responding positively to guidance from staff. They are encouraged and praised and their efforts are acknowledged appropriately. Children select and choose their own activities. Also, the older children enjoy the responsibility of serving the younger children their lunch. They develop self-care skills, for example, putting on their own coats before going outside, attending to toileting needs and making healthy choices at lunch and snack times, learning skills for the future. Staff support children well, so that they understand the importance of basic personal hygiene. Children all wash their hands before they eat and after using the toilet. There is a good nappy changing procedure for babies and young children and staff ensure that they are sensitive with them. Meals and snacks are fresh, healthy and nutritious as the food is prepared on-site by the cook. Staff have a good system in place to support children with any particular dietary needs. This procedure includes obtaining all the required information from parents, writing detailed care plans and regularly reviewing them. As a result, children's health and well-being is very well promoted. Transitions for children are efficient because the manager has a high level of understanding of children's needs and works closely with parents and other providers to ensure that they are well supported as they move on.

Children learn how to use the outdoors safely and evacuate the building during regular fire drills which contributes to their understanding of keeping themselves safe. They choose their own toys which are stored accessibly for them to make independent selections. The children learn about considering the needs of others as they feed the fish each day take

turns and share the paints. This supports their emotional well-being and understanding of appropriate behaviour.

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

Staff have a clear understanding of how to safeguard children, they access relevant training and know who to contact if they have concerns about a child in their care. A comprehensive portfolio of policies and procedures is implemented well and contribute towards ensuring children's health, safety and well-being is continually promoted. Following a recent incident a child was left for a matter of minutes unsupervised in the outdoor play area. The management conducted a full review of the incident and have implemented new supervision arrangements outside. Consequently, the arrangements for the supervision of children are good and include risk assessments completed by staff prior to outdoor play, notices are used to remind staff to check the play area and registers are completed after every outdoor play session. On the day of inspection staff adhered to this system and consequently, ensured risks during outdoor play are minimised or eliminated. Appropriate recruitment procedures ensure that the suitability of all new staff to work with children is effectively assessed. All required documentation and other records relating to children are in place.

The monitoring of the educational programme is completed by the manager and this process is supported by effective peer observations and internal training for all staff. Consequently, the manager is clear that staff are able to effectively support the progress of children's learning. The management team provides appropriate professional supervision for staff. This is achieved with the support of the owner and business manager who are based at the setting.

Staff provide a nursery environment that is welcoming and where all children are included, valued and respected. Children with special educational needs and/or disabilities are cared for through identified plans and individualised one to one support if required. Staffing ratios within each of the rooms are maintained and the rooms used are clean and are of a high standard.

Since the last inspection, improvements have been made to the way assessments are completed, children's access to resources and arrangements for managing hygiene. The effective self-evaluation takes account of the views of staff, parents and children. For example, the nursery has introduced a children's forum to capture children's views of the nursery and their time at the setting. The management team has also responded to previous welfare notices regarding safety of equipment, safeguarding of children outdoors and information shared with parents. The matters have all been addressed. Consequently, the management team has a commitment to work to the regulations and to continue to improve the nursery for the benefit of all children.

Appropriate links with agencies and others who share care of the children, ensure that their specific needs are assessed and that appropriate support is given. The management team has secured good links with local schools, which has enabled the children to be

prepared for transition to the next stage in their learning. Parents are now able to access 'interactive' online learning journals and confirm in surveys that they are happy with communication through the receipt of regular newsletters, access to the notice board and the verbal feedback at pick up times. These arrangements help to ensure that all children are supported in their care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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>	EY306287
<b>Local authority</b>	Leeds
<b>Inspection number</b>	916032
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	69
<b>Number of children on roll</b>	170
<b>Name of provider</b>	Ann Margaret Speight
<b>Date of previous inspection</b>	18/02/2009
<b>Telephone number</b>	0113 258 1666

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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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