

Best Childcare Nursery

138 Chapeltown Road, LEEDS, LS7 4EE

Inspection date	27/06/2013
Previous inspection date	04/12/2012

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 well organised. The programme of activities is carefully planned to meet the needs of all children attending and takes account of their individual development. As a result, children are making good progress in their learning and development.
- Comprehensive risk assessments and safe practices ensure children are cared for in safe, secure premises and are well supervised at all times, while allowing them to take risks and develop independence. Children have extensive opportunities to learn to take responsibility for their own safety and assess potential risks.
- Children behave well, cooperate in their play and take account of other children's needs or interests. As a result, they are building very positive relationships with others.

It is not yet outstanding because

- Ways of engaging all parents in their children's learning are not fully developed to encourage them to consistently share information about children's activities and achievements at home.

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.

Inspection activities

- The inspector discussed the induction process, relevant clearances and viewed relevant documentation to ensure it had been completed.
- The inspector toured the nursery and the outside space.
The inspector observed the children and their interaction with staff, and made a joint observation with the manager, then discussed and looked at the children's progress records, planning and monitoring.
- The inspector looked at the nursery's risk assessments, accident and incident records, and recording of information about children.
- The inspector took account of the views of parents and children through discussion and in writing.

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 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. There is one member of staff with Early Years Professional Status and five have degrees. There are two staff qualified at level 2 and one who is 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 58 children attending who are within the early years 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:

- enhance and expand ways of engaging all parents in their children's learning by providing further opportunities for them to share information about their children's achievements at home.

Inspection judgements

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

Staff working with the children have a secure knowledge of the Early Years Foundation Stage and use it very effectively to meet children's development needs. Staff build on the initial information they receive from parents, and their own observations, to develop a secure baseline assessment of children's abilities. They keep parents informed of their children's progress through learning journals which record children's progress. Staff use regular observations to track children's progress, and photographs to illustrate children's achievements. Staff provide ideas for activities to support children's learning at home in their 'To and Fro' books. Some parents contribute regularly with details of weekend activities and achievements, but strategies to encourage all parents to share such information are not fully exploited to fully engage them in their children's learning.

Staff use their excellent knowledge and wide experience to identify any areas of concern or children who need more challenge. This ensures children's individual needs and development are effectively monitored. Staff can demonstrate all children are making good progress including those with special educational needs and/or disabilities. They use their training and experience very effectively to support children's language development and this enables them to highlight and address any concerns. The staff are also aware of the importance of supporting children and parents who speak English as an additional language, using simple words to enable them to feel comfortable and happy to participate in activities. Children are able to communicate very well, make their views known and develop their own ideas. The introduction of sign language in the baby room enables even very young children to communicate their needs and wishes, which increases their confidence and well-being.

Staff plan focused activities to promote children's learning with particular emphasis on their physical, personal, social and emotional development, and their communication and language skills. The children participate enthusiastically and develop confidence in their own abilities. They excitedly follow a fairy story led by the owner of the nursery, who is introducing Forest School activities into the curriculum. Staff encourage children's independence by suggesting they need coats and shoes before going outside, which most children are able to find and put on. The children sit quietly to listen to the story, search for the 'fairy's blanket' and then discuss the dragon and how he will set fire to it. They show great enthusiasm for cutting wood and laying the fire, but also discuss how to light it and the care they must take. The children use a 'fire stick' to light the straw, which then lights their sticks. They know a fire needs air, fuel and a spark to ignite, and a fire engine if it gets too big or is dangerous. On their return into the playrooms, they create a barbecue to cook a meal for the owner, with lots of sausages for him to eat. The children take turns to build a pyramid of wooden blocks then use their imaginations to develop the cooking activity with home corner utensils.

Children's understanding of the world is further promoted by the use of the front garden for growing vegetables and the development of the allotment. They understand what seeds and plants need make them grow, and the benefits of a healthy diet from the plants they harvest. Children are also developing a good awareness of different cultures and customs. They do craft activities to support their interests and celebrate countries or festivals, with flags and food. For example, they make flags of Norway and discuss the country, weather and food. Children also discuss their holidays, and some include details in their communication books.

Staff in the baby room also plan activities for individual children. They build strong attachments with the children and know them well, which means they can promote children's learning very effectively. The children are all settled and comfortable with the staff, showing no concern when they go to sleep but waking with smiles on their faces to see staff members or other babies. The children can all access the balcony freely and the resources available enable them to investigate a wide range of materials. They have grass grown in tyres to feel the texture, and soil and sand to dig. There are also treasure baskets filled with different natural objects for them to use. The children are confident with the staff and show no concern when visitors arrive, but are curious about the laptop and then include the visitor in passing around a ball.

Staff have high expectations of the children and provide effective encouragement and support to enable them to make good progress. They enable children to build a secure foundation to prepare them for their future learning when they start school. Staff are very enthusiastic and encourage children to try new things.

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

The children and babies are all settled extremely well and the initial settling-in period ensures they are happy and comfortable with their key person. A new buddy system has been introduced to ensure each child has consistency of care if one member of staff is absent. Meaningful information about children's care routines is gathered from parents. This enables key persons to sensitively mirror their routines from home. As a result, children develop secure emotional attachments. The movement from one room to another is made very easy by the extremely close relationships existing between children and staff. Their key person accompanies children when they move from room to room, with as many visits as necessary to enable them to settle. Parents are welcome to stay for as long as they need, when children first start to attend to ease the parting for both children and parents.

Clear house rules and boundaries are in place and the children know these are for their protection, particularly when using the outside space with tools and fires. They fully understand the need to use resources safely and with care to prevent accidents. They make suggestions for safety aspects of the activities, such as the use of saws and cutters to prepare the sticks for the fire, and the use of gloves when they set the fire alight. Their thorough understanding of the need for good road safety practice is also well embedded and they confidently talk about safety when in the community. As a result, children have excellent opportunities to learn to manage risks relative to their ages and take responsibility for their own safety, which supports their future independence.

Staff provide good role models for the implementation of good manners and children are very polite to each other and the staff. They understand the importance of taking turns and being careful to prevent accidents. For example, when using the computer they wait their turn, and when listening to stories sit quietly. They are however, very enthusiastic and keen to participate, such as when identifying letters.

Children have fresh air and exercise each day, and a healthy well-balanced diet that meets their individual dietary needs. They also implement good hygiene practice, and understand it is important to prevent the spread of infection by washing their hands before they eat and after personal care. They use the vegetables they grow in the garden to support their healthy meals, harvesting and preparing them for soup and baking bread to accompany it. Children's independence is also fostered well at meal times when they help to set the tables, pour their drinks and clear away their plates after the meal. Meal times are pleasant social occasions when the children sit together to eat and chat.

The nursery has established good relationships with most of the schools that children transfer to so they can skilfully support children's transitions. Staff have gathered

meaningful information and photographs for children about the premises, including the bathrooms, staff and uniforms they will wear. This means children are well prepared for the changes and challenges they will face when they first start school. A booklet for parents gives information about preparing their child for school, and what they can do at home to support the transition.

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

The owners, management and staff have a very good understanding of safeguarding and know how to protect the children in their care. They continually refresh their knowledge and use local safeguarding procedures if they have concerns. Parents are also aware of their role in protecting all the children and the contact details are readily available. Robust systems are in place to ensure only suitable people are employed and have access to the children. The comprehensive induction provides staff with clear guidance about their role and responsibility, policies and procedures and daily routines. Staff recently appointed feel comfortable with the procedure and confident in their role. All staff have suitable person clearances, and the ongoing supervision and appraisal process means they continue to provide appropriate care for the children. Effective risk assessments are carried out on all areas and activities to ensure children are safe and the premises are secure. Sound procedures are followed if children are ill or have an accident to ensure parents are informed and such instances are recorded appropriately.

The staff work closely with outside agencies when necessary, and have good relationships with social workers and speech therapists. The inclusive ethos of the nursery is further supported by advice from the local inclusion officer, who makes suggestions for activities and learning opportunities. This enables staff to support all children to maximise their learning and progress.

The nursery provides a comprehensive range of exciting activities which enable all children to make good progress across all seven areas of learning. Activities are planned to be appropriate to children's stage of development and provide challenge and interest. The manager monitors staff, observing what children can do, identifying their next steps and devising planning. This ensures plans are precise and effectively implemented. Children's progress is tracked well enabling staff to highlight any concerns or special achievement to support children to reach their full potential.

Staff and the managers are very conscious of the transition process into school and how this first intake is preparing. They support children very effectively in enabling them to become independent and confident in new surroundings. Partnerships with some schools are already in place, with visits by some teachers to the nursery arranged. The owners, managers and staff are all keen to provide high quality care and learning for all children and work hard to improve their practice. They use their qualifications and previous experience very effectively to provide appropriate activities to promote children's development. Training is also an important part of their role in continuously updating their knowledge.

Self-evaluation is good and drives improvement for children well. The staff have already used self-evaluation to create action plans to further improve their practice and the experience children receive. For example, the introduction of sign language and the Forest School activities have built children's confidence and communication skills throughout the nursery. Parents, staff and children have all been consulted and express great satisfaction with the service the nursery provides. Parents and children spoken to by the inspector are happy, parents feel welcome in the nursery and know staff look after the children well.

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

Unique reference number	EY440416
Local authority	Leeds
Inspection number	920403
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	60
Number of children on roll	58
Name of provider	Best Family Childcare Ltd
Date of previous inspection	04/12/2012
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, 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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