

Prospect House

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

Inspection date

23/07/2013

Previous inspection date

30/05/2013

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

- The key person system is successful in helping children happily settle and develop positive relationships with the adults who care for them.
- Staff are warm and friendly, patient and caring. They are well trained and enthusiastic about their roles, demonstrating a keen interest in improving outcomes for children.
- The management team and staff demonstrate good commitment to the continuous development of the nursery, which means all children progress well in their learning.
- Children enjoy a variety of substantial, healthy and nutritious meals and snacks. There is a well-balanced menu available which ensures that children enjoy nutritious, freshly prepared food on a daily basis.
- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to school and future learning.

It is not yet outstanding because

- There is scope to enhance children's understanding of the natural world in the outdoor environment with regards to the planting of seeds, watching them grow into plants and eating the fruit.

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 children during various indoor and outdoor activities.
- Joint observations were conducted with the managers during adult-led and child-led indoor activities.
- The inspector spoke with different staff during the inspection.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners, self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Mr Rasmik Parmar

Full Report

Information about the setting

Prospect House Day Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

The nursery employs 30 members of childcare staff. Of these, one staff member holds Early Years Professional Status, one holds 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 opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 170 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. 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:

- enhance further children's understanding of the natural world by involving them in the planting of seeds, tending them and watching them grow.

Inspection judgements

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

There are highly effective systems in place to enable parents to settle their children. These include completing detailed 'All about me' forms recording their children's achievements at home, preferences and home routines. Information about children's learning is effectively shared and this results in dynamic assessments of their progress. For example, key persons complete observations and assessments on their group of children using interactive learning journal computer software. Parents can access their child's learning journal through a secure on-line system which enables them to contribute to their child's learning at any time, and children are also able to make contributions to this system so that they begin to develop a clear understanding of their own achievements. Consequently, there is a transparent and every effective shared understanding about children's learning and development that is used well to ensure they make good progress,

given their starting points.

Throughout the nursery staff demonstrate effective teaching methods to support children's learning. Babies enjoy being active and explore a good range of push button toys, balls and baby walkers. Staff engage and stimulate them very well and encourage them to repeat sounds and words. Toddlers enjoy using wheeled toys and playing in the sand outside. Staff encourage them to talk about what they are doing. Children practise their early reading and writing skills as they make marks on paper and look at a good range of books. Pre-school children learn to recognise letters, sounds and numbers. They explore mathematical and scientific concepts through practical activities, such as, floating and sinking and comparing sizes and weights of objects. This prepares them well for the next stage in their learning.

Staff provide messy activities to encourage children to develop their confidence in exploring and investigating new experiences. Babies and toddlers enjoy painting with their hands and feet, so that they can explore the textures using their fingers and toes. Babies and toddlers enjoy social times with the older children in the garden. They have the close contact of their key persons to support them and are able to sit with their older siblings. This helps them to feel confident and secure in their learning.

Staff introduce children to different themes, celebrations and topical events to help them become aware of the world around them. For example, children learn about different cultures and beliefs through activities relating to a variety of festivals. Staff provide a good range of books and toys that promote positive images of people in the community. Children learn about life cycles of mini-beasts, examine insects collected from the outdoor area and take care of the giant African snails in the nursery aquarium. Children are learning about the natural world, fascinated by the developing butterflies and counting down the days until they should hatch out. However, children's knowledge of the natural world is not fully maximised as there is scope to develop their enthusiasm for growing plants in the garden from seeds.

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

Children are settled and secure and develop strong bonds with their key person and the friendly and caring staff team. Secure settling-in arrangements mean children are able to separate from parents or carers confidently. Key information regarding children's routines, interests and dietary requirements are shared during this time, so that staff have all the information they need to promote children's well-being. Staff are positive role models for children and are deployed to meet children's needs. Children take turns, are beginning to know and understand the importance of being kind, and share resources with friends. Staff praise the children and reinforce the kindness they have shown to each other. They provide clear guidance for children about what is acceptable behaviour and, as a result, children behave well and are kind and caring towards one another.

The nursery employs an experienced cook to plan and prepare a variety of nutritious meals for children. For example, children enjoy cereals, toast and fresh fruit for breakfast. Mid-morning snacks consists of a variety of foods, such as cheese, raisins, and raw

vegetables. A balanced, nutritious, home cooked meal and late afternoon tea is provided for all children from a four weekly menu. Children competently use knives, forks and spoons to feed themselves independently, but some require a little prompting from adults to eat. Fresh water is available throughout the day so children do not become thirsty. Children wash their hands after toileting and before eating to reduce the spread of germs. Staff are mindful of this too, and wear disposable gloves and aprons when changing children's nappies. Children are cared for on the ground and first floor of a modern building which is clean and well-maintained.

A good range of children's artwork is displayed throughout the play rooms and corridors which add to the welcoming environment. This also helps children feel proud of their creations and develop a sense of belonging in the nursery. Children have access to a good range of toys and resources that are stored at their level so they can make choices. This helps children develop some independence in initiating their own play and learning.

Links with parents and carers are good. This has a very positive impact on the care and well-being of children, and the progress they make in their learning. The well-developed links with their children's key persons ensure children's needs are met. This successful system supports parents in becoming involved in their children's learning, both in the nursery and at home. Thoughtful consideration is given to supporting children when they move rooms within the nursery. Everyone connected with the child are involved in the transfer process to make it as smooth as possible.

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

This inspection took place following concerns raised about temperatures in one of the playrooms being very high during the recent hot weather, due to the air conditioning unit not working. The inspection found that management have taken necessary steps to ensure the temperature within this room is kept to acceptable levels and children are regularly taken to other parts of the nursery and outdoors to ensure that they are not too hot. Also, a hot weather action plan has been developed and is displayed throughout the nursery to inform parents to dress children in loose, light coloured clothes. Staff ensure children are provided with plenty of water to drink throughout the day and provide cool face cloths to help keep children cool. As a result, staff ensure children's well-being, during the particularly hot weather, by taking necessary precautions to ensure children are not too hot.

The manager has a sound understanding of her responsibilities for safeguarding. She has attended appropriate training for her designated role and ensures that staff regularly attend training updates. During discussions, staff demonstrate that they have a clear understanding about what to do if they have concerns about children within their care. A comprehensive range of policies and procedures are in place to ensure children's welfare and to meet the regulatory requirements of the Early Years Foundation Stage. For example, the safeguarding policy includes reference to ensuring the appropriate use of mobile phones and cameras. Robust recruitment and vetting checks are in place, ensuring that staff are suitably qualified and experienced for their respective roles. Records for

children's attendance, accident and medication are thorough and ensure appropriate regard for children's safety. Staff always inform parents about any incidences which affect their child. Periodic emergency fire drills take place to ensure children understand the routine for leaving the building quickly when necessary and these are suitably recorded. Staff supervise children well at all times and regular risk assessments ensure that all areas of the premises are safe for children's use.

Monitoring of educational programmes and children's progress are especially robust, and carried out using interactive computer software. This ensures that any support needs are swiftly identified and targeted approaches are planned to ensure that all children make good progress toward the early learning goals. Staff are thoroughly supported in their role through regular appraisals and observations of their interaction with the children. They are encouraged to attend training and their contributions at staff meetings are fully welcomed. Through this, staff grow in confidence and are eager to take on further responsibility within the nursery. The management has successful systems in place that help to identify areas for improvement and further development. They complete the process of self-evaluation and staff and parents contribute to this process by means of ongoing communication and questionnaires.

The nursery has worked hard to develop positive and mutually supportive relationships with parents and carers. As a result, parents speak highly of the care their children receive and value the interaction they have with staff. They are well informed about their children's progress through the interactive learning journals available to them on-line and are included in any decision making. Effective links with health and social care professionals mean that children with learning difficulties and/or disabilities are well supported. Regular contact with other settings that children attend, including their future schools, means that information on individual children's learning and development is freely shared. This promotes continuity of care and helps ensure that children's individual needs are well met as they move on to other settings or school.

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

Unique reference number	EY306287
Local authority	Leeds
Inspection number	928414
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	170
Name of provider	Ann Margaret Speight
Date of previous inspection	30/05/2013
Telephone number	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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