

Roseville Community Nursery

55 Roseville Road, LEEDS, LS8 5DT

Inspection date

Previous inspection date

02/09/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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's communication and language are given high priority; lots of opportunities are available to develop their skills, through good staff interaction and resources.
- Children and staff share a warm and affectionate relationship, resulting in children feeling happy, safe and secure.
- Partnerships with parents are strong. Parents speak highly about the nursery and the different ways staff support them in helping their children to settle and involve them in their learning.
- Children are well safeguarded. All staff are well informed about child protection issues and the premises are safe. The management team ensure that all staff fully understand how to keep children safe and follow all necessary guidelines.

It is not yet outstanding because

- The range of print displayed, which reflects children's home languages and cultures, is not always as broad as possible. As a result, children with English as an additional language, sometimes, are not learning to fully value and use their home language as they progress towards excellence within the nursery.
- Occasionally, children cannot independently access the technological resources as staff do not always make them freely available or encourage their use to promote children's very good learning.

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 observed activities in the main playroom and also observed lunch time.
- The inspector completed a joint observation with the manager and held meetings with the manager.
- The inspector took into account the views of parents and carers spoken to on the day and also completed questionnaires and comments in the children's learning records.
- The inspector looked at documentation.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Roseville Community Nursery was registered in 2013 and is on the Early Years Register. It is situated in Harehills area of Leeds in a converted church. The nursery serves the local area and is accessible to all children. It operates from two main rooms.

The nursery employs five members of child care staff. Of these, all hold appropriate early years qualifications at level 2 and 3 and the manager holds a degree in childcare studies.

The nursery opens all year round, except for a week at Christmas and bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 18 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with 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 the opportunities for children whose home language is other than English, to see and use that language within the nursery environment, for example, on displays and in books to promote their learning even further
- draw young children's attention to pieces of technological apparatus they see or that they use with adult supervision. For example, programmable toys and computers so they make rapid progress in their learning.

Inspection judgements

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

Staff have a good understanding of the areas of learning and have implemented clear systems for observation, assessment and planning. Children's developmental journals and tracking systems show how they are making good progress towards the early learning goals and developing the necessary skills in readiness for school. Observations of children's interests and progress are used to plan challenging, personalised learning experiences for them. For example, daily circle time and self-registration times, where observations are effectively used to highlight the next steps in children's learning. Staff

also consider children's interests and what they have done at home so staff can plan further meaningful activities for their key children.

Well planned systems to identify children's starting points on entry are in place. Parents complete 'All about me' documents, which help staff to recognise children's individual needs and means they can plan activities at an appropriate level for each one. Children's learning journals are shared with parents to ensure they are included in setting targets for their child's future development and understand how to support their child's learning at home. Staff encourage children to take 'Gary' the Gruffolo' on holiday and home at weekends. On 'Gary's' return there are photographs and pictures of what the children have been doing while away from the nursery. This is a very positive method of further promoting parents and children's involvement, relating to their progress and development in an enjoyable way at home.

Children at the nursery thoroughly enjoy choosing from the, generally, good selection of easily accessible and age appropriate toys and resources. They are keen to draw with the crayons and all children have very good control when holding the thin crayons. They explain to the staff the colours they are using and express how much they like the colours pink and purple. This promotes their development of drawing and writing skills as they write and recognise letters in their names and identify the different colours they use. Children use their imagination well and also their organisation skills. For example, they collect the crates and put them in a line and pretend to be on a train. Older children encourage the younger children to sit in and then show them the noises trains make and ask them for 'tickets please'. Children improvise well, with help from the staff, asking for a steering wheel and staff show them how the tambourine is like one. Children get excited as they pretend to go on a train journey and ask to stop before they get off. This activity also helps to develop children's understanding of communication as they direct other children to sitting and travelling in the make believe train.

Many children demonstrate good levels of concentration as they persist at the activities that they select. For example, they are keen to take part in the indoor obstacle course and press the cassette player to start them off. However, sometimes they have fewer opportunities to use a range of technology as part of their core play and learning experiences. This means occasions for children to talk about such equipment and explore how things work, like computers and programmable toys are, occasionally, not as frequent as possible. Staff support children's development in literacy and mathematics in a very positive manner. Children are knowledgeable in recognising the entire alphabet and arrange them in a line in the correct manner, telling staff the letter. Children lie on the floor with the rocket and with help from staff count backwards from five to blast off and hold the rocket in the air and repeat the numbers several times unaided. The nursery supports several children who have English as an additional language. They have resources to promote this, for example, books, small world toys, the celebrating of different festivals and through conversations with the children's parents. However, staff do not always provide sufficient opportunities or displays to encourage children to use their home language fully in the nursery, to help children feel that their language is fully valued and important.

The manager and staff demonstrate a good knowledge and understanding of the

requirement of the 'progress check at age two'. Information and resources are in place to ensure that these include all required information for parents and other professionals and they are included in the procedure. All of these elements enable a precise and accurate assessment and provides relevant and important information to aid children's progress.

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

The effective key person system and the good level of adult attention ensure that all children form positive and trusting relationships with staff. For example, they go to them for reassurance and cuddles when they are feeling tired. This provides children with a secure and safe environment for them to develop their confidence and self-esteem. Key persons carefully plan for their children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Sensitive settling-in procedures are in place to ensure children settle quickly. For example, the staff spend quality time with each child and their parents to ensure a bond between them is well established and children settle well. New children enter the nursery confidently and straight away mix with other children and join in with the activities. Children who are a little unsettled are given lots of quality time by staff and are introduced to the pet rabbit, which helps to settle them as they are allowed to stroke it under supervision. Close working relationships between staff and carefully planned routines; help ensure children's individual needs are met as they successfully move onto their next stage of learning.

Children stay healthy because the nursery follows effective procedures and daily practices, which meet the children's physical, nutritional and health needs. Children and staff sit together at mealtimes enjoying the social occasion. The nursery cook prepares nutritious meals using fresh ingredients that take account of children's individual dietary needs. Daily routines effectively support children's growing independence skills. For example, children are keen to lay the table ready for lunch and at snack time are very independent as they remove their aprons and go to wash their hands without prompts from staff. This promotes children independence and self-esteem as they receive lots of praise for helping. Drinks of water are available for all children throughout the day that they freely access.

Children concentrate and persevere very well as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. All children are given gentle reminders to say 'please' and 'thank you'. All children are well mannered and their behaviour is good, as the staff share consistent expectations and set good examples themselves. Staff talk to children and explain that if they are feeling tired they can relax in the quiet area.

Children develop a good understanding of personal safety. They practise the evacuation procedures regularly and know how to walk safely down the stairs holding on to the rails and keeping to one side. Although, there is no outdoor area attached to the nursery, the staff ensure that children get daily opportunities for fresh air and exercise. For example, children are taken daily to an adopted garden in a community centre and also to the nearby large park, where they climb on apparatus. Staff also encourage children to do lots of music and movement, obstacle courses and riding of bicycles in the large movement

room within the nursery. This promotes and develops children's physical skills and ensures they learn about a healthy lifestyle.

Transition in the setting is carefully planned and children are well supported. Exchange of information between key persons when children have a new key person is well established. Children progressing to school have visits from teachers and opportunities to visit their new school as they prepare to transfer.

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

The nursery gives priority to safeguarding. There are close working relationships with other professionals and support agencies to ensure children are well protected. The manager is the designated person, has attended training and cascaded this down to all staff who have a good knowledge and understanding of procedures to follow should they have any concerns. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. The nursery keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. The front door is secure and a signing in and out record book is in place, all visitors' identification is checked.

There are effective recruitment and selection procedures in place and good support for staff through the induction programme. This ensures that staff are suitable to work with children and fully understand their roles and responsibilities. Staff appraisals, along with regular informal review sessions, ensure they have ongoing opportunities to access further training. This helps to develop their practice and extend the learning opportunities provided for children. Staff meetings and training days enable staff to contribute ideas and share information, along with developing their knowledge and understanding of childcare. The manager regularly monitors practice and the educational programmes in the nursery and she continually observes and monitors staffs' practice. These systems all contribute to improving practice and outcomes for the children.

The manager is committed to providing a good quality service and maintaining continuous improvement. There is a good understanding of the setting's strengths and areas to develop and detailed action plans are in place. Staff are encouraged to reflect on their practice in a variety of ways, for example, evaluating activities and listening to children's views and recording them. Staff and parents are encouraged to contribute to the nursery's self-evaluation, through regular staff and parent surveys. This ensures that the nursery practices reflect all the views of their users.

Effective systems have been put in place to ensure that there is a good two-way flow of information about children's learning and developmental needs and progress between staff and parents. For example, parents are invited to parents' evenings, have daily chats with their child's key person and have easy access to children's learning journals. Clear information about the Early Years Foundation Stage is attractively displayed throughout

the nursery. Parents also get lots of information, through interesting displays, informative leaflets and brochures, as well as 'parent workshops' for them to attend. Parents' comments about the nursery are positive. For example, they say 'the staff are so friendly and it is such a nice environment' and they 'work very well with other carer, schools and specialists'. The nursery have strong links with outside agencies to support children with special educational needs and/or disabilities, ensuring continuity of care and progress for all children. They ensure that they meet regularly and attend external meetings especially when the children are transferring to other provisions. This ensures a good level of communication and continuity of care for all children.

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	EY458722
Local authority	Leeds
Inspection number	907333
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	18
Name of provider	Emma Smith
Date of previous inspection	not applicable
Telephone number	07581 344 677

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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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