

Burmantofts Community Nursery

Rigton Drive, Leeds, LS9 7PY

Inspection date	12/09/2013
Previous inspection date	31/03/2009

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

- Children make good progress in their learning and development. This is enhanced by staff who are enthusiastic and provide a wide range of activities and experiences which build upon children's interests and abilities.
- The very successful key person system supports children in forming secure attachments, and this promotes their well-being. Practitioners have a very warm rapport with the children, and very good interactions and thoughtful care routines foster children's well-being and contentment.
- The staff promote children's early communication and language skills well. They use clear speech and repetition during children's play to reinforce their developing language.
- The range of resources, both inside and out in the garden, is very good. Children have lots of opportunities to explore and investigate.

It is not yet outstanding because

- The range of print which reflects children's home languages and cultures is not always displayed. As a result, opportunities for children with English as an additional language to see or use their home language in the nursery are not maximised.
- Children's independence skills in the pre-school room are not always fully promoted.

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 toured the nursery rooms and outside areas.
- The inspector observed activities across the nursery, as well as undertaking a joint observation.
- The inspector carried out tracking of children throughout the inspection.
- The inspector looked at relevant documentation, including children's learning records, and held a meeting with the manager.
- The inspector spoke with parents and directors of the nursery throughout the inspection.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Burmantofts Community Nursery was registered in 2001 and is on the Early Years Register. It is situated in a purpose-built building in Burmantofts area of Leeds. The nursery serves the local area and is accessible to all children. It operates from two main rooms and children can access several outdoor areas.

The nursery employs 10 members of childcare staff. Of these, all except one hold childcare qualifications at level 3 and above, and the deputy manager holds level 6.

The nursery opens all year round, except for Christmas and Bank Holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 60 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and children who have English as an additional language.

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
- review lunchtime arrangements to further promote the development of older children's independence and self-care skills, for example, by encouraging them to set the table, pour their own drinks and serve themselves.

Inspection judgements

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

Staff have a good understanding of all of the areas of learning and have implemented clear systems for observation, assessment and planning. Children's learning records, assessments and tracking systems show how children 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, where observations are effectively used to highlight the next steps in children's learning, their own interests and what they have done at home. This means 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 plan activities at an appropriate level for each one. Staff also complete 'childcare logs' for each visit to ensure that children's first days are observed well in order to assess secure starting points. Children's learning journeys are shared with parents to ensure they are included in setting targets for their child's future development and to understand how to support their child's learning at home.

All children can access a very good selection of resources all clearly labelled with writing and pictures to ensure that children learn that print carries meaning. Children have lots of good opportunities to develop their technology skills. For example, they sit at the computer where they choose the picture they want to colour in and guide the mouse to start the game. While children are taking part in the game they decide what they are colouring in and choose a colour, recognising the different ones they wish to use. They tell the staff that orange and pink are their favourite colours, and show them which those colours are as they begin very carefully to complete the picture. This helps to promote their early recognition of colours, along with good hand-eye coordination. Children also have great fun as they take photographs of each other using the child-friendly cameras and show each other the photographs taken, which helps to promote their self-esteem.

Staff spend lots of time with all children listening and talking to them. Babies enjoy looking at the photographs displayed of themselves and their friends around the room and in books for them to look at. As they point to the different activities in the photographs, staff explain who it is and the babies try to repeat the words said by staff. This helps to develop babies' early communication and language skills in everyday situations and with good continuous support from staff. Older children develop their already good communication and language skills through very good opportunities to sing and listen to stories before lunch. They sit extremely quietly as they listen to the story about the 'dirty boy' and tell the staff about what will happen next. Older children also join in enthusiastically with action songs and develop their confidence and self-esteem as they volunteer to sing a song to their friends. Staff encourage children who speak English as an additional language to help to develop their use and understanding of English through lots of clear conversation opportunities with them, and also with other children. However, there are fewer opportunities for children to see their home language in the nursery, such as in displays of words and pictures, to encourage children to confidently use their language.

All children freely access the very well-resourced outdoor area. Babies toddle outside, climbing up the small slide and balancing on the rocker. Older children access their own outdoor area and ride unaided the wheeled toys and guide them around the pretend road, beeping their horns to avoid their friends. All children have good opportunities to practise and develop their balancing skills on tyres and walking over the wooden bridge. Children get lots of opportunities to learn about the environment in the 'fairy garden' where they hunt for insects and grow their own vegetables and fruit. These opportunities help to ensure that all children's physical skills and knowledge of a healthy lifestyle are developing in a very positive way.

The manager and staff demonstrate a good knowledge of the requirement of the progress check at age two. Information and resources are in place and completed by the key person, identifying children's development with particular reference to the three prime areas, including positive contributions from parents. All of these elements enable them to accurately assess two-year-old children's development and provide relevant information to aid their progress. The nursery has a solid transition procedure in place for children as they move on to school. They pass on children's progress records to their schools and welcome visits from reception class teachers, which aid transition. This gives all children a secure foundation for their future learning and development, and ensures that they are ready for school.

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

Children who are new to the nursery are very well supported. Their key person works closely with parents to obtain information about children's care and learning needs from the onset. Children attend for a number of settling-in visits to the nursery before they start. This supports them to build relationships with their key person and become familiar with their surroundings. Consequently, children settle well and are emotionally secure, which gives them a strong base for their learning. Babies develop warm and secure emotional attachments with staff, which promotes their personal, social and emotional development. Staff carefully plan for their key children's individual learning, spending time during the day supporting them in specific activities, as well as looking after their care needs. Transitions between rooms are effectively managed. Children visit their new room frequently and get to know their new key person, before they move permanently. Detailed information is exchanged between rooms to ensure all staff understand each child's unique needs. Parents say that their children are always keen and happy to come to the nursery.

High standards of hygiene are maintained throughout the nursery. Very good procedures are in place to prevent the spread of infection. Surfaces are thoroughly cleaned before meals. Care routines, such as nappy changing, follow good hygiene procedures. Staff also use these times to closely engage in one-to-one time with the very young children, for example, responding to their babbles and continually talking to them. Children are offered a wide range of healthy, nutritious meals. Those with special dietary needs are extremely well supported, and a list is displayed in all rooms and the kitchen so that all staff are aware. Mealtimes are a very sociable occasion with children sitting together and enjoying their food. Staff sensitively support children as they chat about what they are eating. However, at mealtimes opportunities to further develop independence are missed, as children do not serve themselves. Despite this, children are active and animated learners who are developing skills that will help them make the transition to school at the appropriate time. Children of all ages develop their understanding of a healthy lifestyle through being able to go and play outside in the very well-resourced outdoor area whenever they want to. This ensures that they all receive lots of fresh air and exercise throughout the day.

Staff ensure that children play in a safe environment by completing thorough daily safety checks. They continually talk to children about the importance of walking inside and

tidying toys up to prevent accidents. All children have a good awareness of the fire evacuation procedure through staff giving clear explanations when the fire alarm is set off at fire drill practises, which are held regularly. This ensures children play in a safe environment.

Children concentrate and persevere very well as they enjoy their activities, including those that they develop for themselves and those led by adults. They respond well to the clear boundaries set for them. All children are given gentle reminders to say 'please' and 'thank you'. Older children are well mannered and their behaviour is good, as the staff share consistent expectations and set good examples themselves. Babies are able to sleep according to their individual preference and home routines; they sleep in cots and on mattresses with their own bedding and comforters to help to ensure they feel secure and well rested.

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

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are clearly understood by the staff and management and are well met. The manager and deputy, who are the designated persons, are clear and well informed of their responsibilities for safeguarding, working well with partners to protect children. They have attended recent training and are knowledgeable about the procedures to follow if staff have a concern about a child. 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, with parents being asked to sign the record and receiving a copy of the notes. Staff also monitor accidents to ensure no areas in the nursery pose a risk so as to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. There is a detailed risk assessment in place, and this is monitored to ensure safety is maintained at all times for the children. Fire safety is prioritised and access to the provision is secure. For example, closed circuit television has recently been installed at the entrance to monitor security. The suitable organisation of indoor and outdoor space means that children are closely supervised at all times. All staff have paediatric first aid qualifications. Consequently, children are well protected in the event of an accident.

An effective appraisal system and regular informal supervision are in place to ensure that all staff understand their roles and responsibilities. As a result, the interests of children are promoted as staff are provided with support, coaching and training. There are clear systems in place for self-evaluation, and the management team and staff are motivated to seek further improvement. They successfully identify strengths and areas for development and have clear plans in place to bring about improvement. For example, the nursery has currently been significantly refurbished, including making two rooms into one large room, making it an even more inviting and practical space for children to play and learn. The nursery has positively addressed the recommendations made at the last inspection. For example, the outdoor area has been extremely well resourced and enhanced, and daily outdoor risk assessments are completed prior to children going out.

The manager has a good overview and knowledge of the educational programmes so she can monitor that all areas are covered in planning and assessment, and identify any gaps in learning. Senior leaders are also encouraged to ensure that all staff's planning is monitored and evaluated after each activity. Planning is full and all activities are enjoyable for children of all ages and adapted to meet children's needs and interests.

The nursery is very effective at working with parents and external agencies to offer any additional support beneficial to children, especially those with special educational needs and/or disabilities to help them make good progress. Close working with the local children's centre enables the manager to offer parents a wider range of services to further support children's learning and well-being. Parents are well informed about the nursery's policies and procedures and are fully welcomed in the nursery. Parents receive regular newsletters, are encouraged to comment on their child's learning at home, and they make positive remarks of how happy they are with the nursery. This creates an inclusive, positive environment for children and parents.

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	EY102829
Local authority	Leeds
Inspection number	931774
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	37
Number of children on roll	60
Name of provider	Burmantofts Community Nursery
Date of previous inspection	31/03/2009
Telephone number	0113 2408654

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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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