

Garforth Day Nursery

4 Beaconsfield Court, Garforth, LEEDS, LS25 1QH

Inspection date

11/10/2013

Previous inspection date

09/08/2011

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

- Teaching is securely based on staffs' good knowledge of the Early Years Foundation Stage. Therefore, they make good use of opportunities to promote children's learning through play and structured activities. As a result, children make good progress.
- Children are happy and settled. They show good levels of engagement, independence and curiosity, which motivates them in their play.
- Children's communication and language are given high priority. Lots of opportunities are available to develop their skills and to develop their imagination in a very positive and enjoyable way.
- Children show that they feel safe and secure because experienced staff are allocated to caring for them. Transitions between rooms and other settings are well supported, so that children continue to feel safe and secure.

It is not yet outstanding because

- There are words written on the boxes where the toys are stored but there are no pictures accompanying the words to help children recognise that print carries meaning.
- There is scope to enhance the good opportunities children have to play and learn in smaller groups, away from distractions, in order to fully support their listening and attention skills.

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 completed a joint observation with the manager and observed all children playing.
- The inspector toured the nursery, around the various rooms and also the rear garden.
- The inspector spoke to staff and children throughout the inspection.
- The inspector looked at children's learning records and documentation.
- The inspector spoke to parents as they arrived.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Garforth Day Nursery was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built building in Garforth, on the outskirts of Leeds. The nursery serves the local area and is accessible to all children. It operates from two play rooms and other facilities and operates in conjunction with the nursery adjacent.

The nursery employs 12 members of childcare staff. Of these, seven hold appropriate early years qualifications at level three and the manager has completed a level six qualification in childcare.

The nursery opens all year round, except for bank holidays and a week at Christmas. The nursery is open from 7.30 am until 6pm, Monday to Friday. Children attend for a variety of sessions. There are currently 74 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- increase opportunities for young children to work in smaller groups, away from any distractions, to further support their listening and attention skills
- enhance children's understanding that words have meaning, both indoors and outside, by displaying words with pictures, such as labelling storage boxes to show what they contain, or using signs to name things.

Inspection judgements

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

Children make good progress at the nursery as staff have a secure knowledge and understanding of how to promote their learning and development. They have a good understanding of the Statutory framework for the Early Years Foundation Stage and activities are well planned to cover all the areas of learning, both indoors and outdoors. Staff ensure that parents contribute to the assessment of children's starting points on entry to the provision through individual meetings with parents to discuss this. This enables staff to accurately assess and track children's progress from the beginning. Staff engage with parents face-to-face on a daily basis to discuss children's progress and

parents contribute in their own child's learning record. Children's learning records are produced for each individual child and contain observations, photographs, assessments and plans for children's next steps of learning. Planning for children's progress is regularly discussed at staff meetings, to ensure the needs of all children are incorporated. It also takes account of children's individual interests and is displayed for parents and staff to continually add to, should children's interest change. This ensures planning is flexible and meets children's interests. As a result, children gain the key skills necessary for their future learning.

Throughout the nursery all resources are well set out and easily accessible for all children who self-select what they would like to play with. Most of the toy boxes have written words on them. Children are asked to put toys away at the end of the session and some struggle with this, as there is scope to improve this to ensure that children learn that print carries meaning. For example, adding pictures of the resources to accompany the words.

All children have free access to the outdoor area, which is well resourced. Older children develop their physical skills as they ride on the wheeled toys and make sand castles with staff. The staff encourage the children to play the game 'What's the time Mr Wolf?', where the children take turns being the wolf and asking their friends 'what time is it?' Staff extend and challenge the children as they ask them to count the time. This good quality teaching from staff ensures children learn how to count, helps develop their social skills and engages them in active learning. Children develop their physical skills indoors, in the separate area, where they climb up and down the small slide and run around. When indoors all children get good opportunities to listen to stories about the 'stick man' and some children listen, while others are distracted. Staff encourage the children to enjoy themselves and provide a good selection of activities. For example, a large number of children go to the art table to paint and make spiders, ready for Halloween. Staff talk about what spiders are and how many legs they have and try to ask the children about the spiders. However, staff do not always provide enough opportunities for children to have fun and learn in smaller groups, to support their listening and attention skills. For instance, when they are making the spiders children are easily distracted in the large group and overwhelmed by other things happening around them.

Younger children have good opportunities to build, as they reach for the train track and put the pieces together while staff explain to them how they can make the track bigger and together they add more pieces. This helps to promote children's understanding of size and hand and eye coordination as they place the pieces in correctly. They receive lots of praise from staff to boost their self-esteem, as they are told how clever they are as the pieces fit. All children sit down before snack time and sing action songs and nursery rhymes, they all copy the actions and some older children show their friends how to do the actions. For example, children hold their friends hands in the shape of a bumble bee as they sing the accompanying song about the bumble bee. This promotes children's skills in communication and building friendships.

The nursery has good displays of photographs of the children with the travelling teddy bear, that children are encouraged to take on holiday and take home. They proudly show where the teddy has been and this is further explained as they have a map to show where teddy went. This helps children to feel part of the nursery and to show others what they

do at home and where they go with their parents.

The manager and staff demonstrate a secure knowledge of the requirement of the progress check at age two. Information and resources are in place to ensure that these include all of the required information for parents and others. 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 strong transition policy and procedure in place, they have very good links with the schools children go on too. As they leave to go to school children visit the school and teachers are invited to visit the nursery. The staff ensure that they share the children's learning records with the school and send a leaving report. This ensures good continuity of care and education.

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

Staff support children's well-being effectively. For example, the key person system works very well in all rooms and children are placed with the staff that they respond to, which enables them to build strong bonds with them. Settling-in times for parents and children are offered and these are flexible to meet all needs. The nursery also ensures that any changes with the key person are treated with empathy. Settling-in times are provided with the new staff member and when children move into new rooms and progress from the adjacent nursery. This helps the child's separation from their parents, putting them at ease and promotes their self-esteem and builds their confidence.

Children in the nursery behave well. Staff's gentle, yet firm approach with children sets them good examples on which to model their behaviour. Children are responsive to the staff, they are learning right from wrong. They are learning to cooperate with each other to complete tasks. For example, children work well together, as they take turns to paint at the table and share the paint. This helps to develop their personal and social development, through learning to take turns with their friends.

Children's health and hygiene is promoted well. Staff ensure that children access the outdoor area throughout the day and take walks in the community. This helps to ensure that children receive lots of fresh air, physical development and learn about a healthy lifestyle. Also, they learn about being healthy through very good posters displayed around the nursery, which staff use as an aid to explaining the importance of washing hands. Tissues are placed around, for children to independently access, to wipe their noses and then they place used ones in the bin. Older children access their own cups and pour water whenever they need a drink and younger children are offered drinks throughout the day by staff. This helps to prevent cross-infection and promotes a healthy lifestyle. The whole of the nursery is presented well, is clean and well kept. Staff sweep the floor after snacks and meal times and wipe the tables before and after. Staff follow good nappy changing procedures and wear disposable gloves and aprons and ensures that all nappies are disposed of appropriately in separate bins. This ensures good hygienic procedures are in place throughout the nursery.

Children eat good quality food and staff take care to meet children's individual dietary needs and parents' preferences for children. Menus are displayed for parents to see, all

are cooked on the premises, all food is fresh and includes meat and vegetables. Children's dietary needs are taken into account and they are encouraged to try food and staff talk to them about how good it is for them. This helps children understand about the importance of eating healthy.

Children take part in regular fire drills and when out and about in the community staff ensure children hold hands with staff members. They also have a good awareness of road safety. Older children are taught how to walk carefully down the stairs holding on to the rail and keeping to one side as they go out to play. This helps children to develop their understanding of how to keep themselves safe.

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

There are well written policies and procedures in place to ensure the safeguarding and welfare of children. The designated person for safeguarding is a member of staff who has a good understanding of the systems to follow, should she have any concerns. This has been through her attending advanced training courses in child protection and safeguarding. All staff have attended safeguarding training and this is regularly updated, both online and through good in-house training. Good recruitment and vetting procedures ensure that all adults working with children are suitable to do so. For example, all staff have current and up-to-date Disclosure and Barring Service checks. Strong risk assessments are conducted in all the areas of the premises used by the children and good steps are taken to ensure hazards to children, both indoors and on outings, are kept to a minimum. Staff are effectively deployed to ensure ratios are met at all times and all accidents are recorded and parents are informed. As a result, children are kept safe.

Staff work effectively as a team and they are supported well to understand their roles and responsibilities. Induction, supervision and appraisals are effective tools that the leadership team use to support staff and ensure that they have the opportunities for continual professional development, through attending further training. Staff ensure that all planning is completed weekly and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. All planning is evaluated for each activity and adapted wherever necessary, to ensure all children's needs are met. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

The nursery has a well-established partnership with parents. The provider ensures that settling-in periods meet with parental needs. Parents receive information through regular newsletters, reports and informative notice boards. Policies and procedures, such as the complaints policy, are shared with parents. Staff make parents feel welcome in the nursery and provide daily feedback, in addition to regular open evenings, so that parents are continually involved in their children's welfare, learning and ongoing development.

The manager and staffing team demonstrate a good capacity to maintain continuous improvement. They are in the process of updating and reviewing a self-evaluation, to ensure they are working in line with the Early Years Foundation Stage and continue to

identify their strengths and weaknesses. They include comments from parents and children's views are taken on board. For example, they observe and evaluate the activities and also ask parents to complete regular information sheets about their own children's interests. This helps to further assist in identifying areas for future development. The staffing team have a common sense of purpose and work effectively together, to continually improve opportunities for children to achieve and maximise their individual potential.

The nursery has good partnerships with others and wherever required, establish good links with local schools, nursery's, children's centres and outside agencies. This ensures that all children's needs are included in their daily care and learning, to make it an enjoyable environment for all.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY415881
Local authority	Leeds
Inspection number	935248
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	74
Name of provider	Garforth Kids Club Ltd.
Date of previous inspection	09/08/2011
Telephone number	0113 287 4545

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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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Piccadilly Gate
Store St
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