

North Leeds Community Nursery (NNI)

Foxcroft Close, Leeds, West Yorkshire, LS6 3NT

Inspection date	12/11/2013
Previous inspection date	01/12/2008

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 are motivated to learn because staff observe children's interests and use them to plan exciting learning opportunities and activities. Consequently, children are making good individual progress from their starting points.
- Children are confident communicators and have a wide vocabulary. This is because staff encourage children to talk, and staff provide a range of opportunities for children to engage in long and detailed conversations.
- Staff support children well to identify risks in the environment. Consequently, children are learning how to stay safe and minimise dangers to themselves and their friends.
- Partnerships with parents are well established because staff wholeheartedly value parents' contribution to children's learning and development, and understand that parents are children's primary educators.

It is not yet outstanding because

- Opportunities for children to consolidate their emerging independence skills at mealtimes are not fully maximised.
- There is scope to further support babies to learn about the world around them by providing more opportunities for them to explore a range of media and materials.

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 in both base rooms and in the outdoor areas.
- The inspector completed a joint observation with the acting manager of the setting.
- The inspector held meetings with the acting manager and four parents, including one committee member.
- A range of documents in each base room were inspected, including observations, planning and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures and the setting's self-evaluation documents.
- The inspector took into account the views of parents spoken to on the day and from information included in the setting's parent questionnaire.

Inspector

Laura Hoyland

Full report

Information about the setting

North Leeds Community Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a community owned and managed setting and is situated in a single-storey building on the outskirts of Leeds. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The setting employs 12 members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 3 or above, including one with a degree. The setting opens Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.45am until 6.15pm and children attend for a variety of sessions. There are currently 51 children on roll, all of whom are in the early years age group. The setting provides funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- enhance children's independence skills further by allowing them to control the portion sizes of their meals, and encourage children to take responsibility for serving their food and pouring their own drinks
- extend the opportunities available for babies to learn about the world by providing more sensory play with a variety of media and materials.

Inspection judgements

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

Children are making good individual progress in all areas of learning because staff plan for each child's individual needs, interests and stage of development. Children are motivated to learn and engage in a wide range of activities and learning opportunities which support them to learn, both independently and with adult support. For example, older children use a wide range of tools to transfer flour from a tray to plates they are playing with. They concentrate for long periods of time and try different ways to move the flour. Staff give them time to work at their own pace and explore with freedom. This means children are willing to try new ways of carrying out tasks. However, there are fewer opportunities for babies to explore a wide range of materials to support their understanding of the world through using their senses.

Staff observe children in their play and regularly track their individual progress. This

means gaps in children's learning are quickly identified and closed. Staff consistently work to improve the educational programmes for children. For example, staff split the older children into small groups for story time and this means all children engage well with the story and listen intently. Staff pose a range of open-ended questions and encourage children to participate in conversations, which they do very well. Consequently, children are confident communicators and enjoy talking with adults and their friends. These skills mean that children are prepared well for school.

Staff fully understand the importance of working in partnership with parents. Staff liaise with parents regarding children's time in the setting and what they have been learning. Children's development records are displayed for parents to access and they are encouraged to take them home to share with family. In addition, staff invite parents to regular information sharing evenings, hold sessions where parents can experience the activities planned for children, and share regular newsletters detailing what children have been learning. This means parents are fully included in their child's development, and partnerships are fully in place to consolidate children's learning between home and the setting.

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

All children are very happy and settled in the setting. This is because staff have created a welcoming environment and make children feel safe and secure. All children are introduced to the setting gradually and are assigned a key person to support the transition from home. Staff fully understand their role as a key person and liaise closely with parents to gather information about children's individual routines. This means parents' wishes are followed and children's care routines are consistently maintained between home and the setting. In addition, staff ensure children are fully supported to move between rooms. For example, children visit the next room with their key person so that they have a secure base to explore from and return to if and when they need reassurance. Staff also support children to emotionally prepare for the transition to school. For example, staff read children books and support them to develop their confidence and self-esteem.

Children are learning how to lead healthy lifestyles because the setting provides a range of healthy and nutritious meals. Baskets of fruit are displayed for children to access and staff display how many portions of fruit and vegetables have been available to children during the day. In addition, mealtimes are very sociable occasions where children sit in their key groups and talk to their friends about issues that are important to them. For instance, some children talk about who they live with at home, while others discuss important events that have occurred in their family lives. Lunchtime gives children time to express their feelings and develop their confidence. However, their independence skills are not fully maximised during mealtimes. For instance, children do not self-serve their meals in order to learn about portion control, and staff do not always encourage children to serve their food or pour their own drinks.

Children thoroughly enjoy playing in the outdoor area and are encouraged by staff to take small, appropriate risks in their play. For example, staff support children to balance on blocks and encourage them to walk on stilts. This helps children to develop their agility

and understand risks and boundaries. Children demonstrate a good understanding of managing risks in the environment. They talk about staying safe on Bonfire Night and 'being careful' with hot water. Children have a clear comprehension of how to behave in the setting. All children display good behaviour, which is praised by staff. This means children are developing high levels of confidence and self-esteem. In addition, staff work closely with parents to ensure consistent behaviour management strategies are used at home and in the setting, to support children to understand the behaviour expected of them.

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

The inspection was brought forward by Ofsted following a notification made by the provider of a child being left unsupervised in the outside area. Since the incident staff have all received additional training on outdoor supervision, and the management team have reviewed and changed the outdoor policy. In addition, register checks have changed to ensure all children are signed back into the building at the end of outdoor play sessions. Staff confidently discuss the procedure for ensuring all children are accounted for at all times. Furthermore, staff fully understand the policy and procedures for safeguarding children. All staff have attended safeguarding training and are aware of who to contact and the course of action to take if they are concerned about a child's well-being. All staff have been recruited appropriately and vetted to ensure they are suitable to work with children.

All staff hold relevant childcare qualifications and are committed to attending regular training courses and obtaining new skills. This means they are continuously developing their professional knowledge and demonstrate a good quality of teaching across all age groups. Consequently, children are making good individual progress in their learning and development. In addition, the management team monitor the delivery of the Early Years Foundation Stage, support staff within their rooms and role model good practice. In turn, this shows a strong sense of team work and willingness to continuously improve.

Partnerships with parents are well established and at the heart of the setting. Staff listen to parents' views, which are obtained through regular parent questionnaires and daily conversations and are discussed at parent committee meetings. Staff use this information to drive improvement and ensure that all families and children are fully welcomed and supported in all aspects of the setting. In addition, partnerships with other professionals have been effectively formed and staff are knowledgeable about where they can obtain advice and support if and when required.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY297995
Local authority	Leeds
Inspection number	939103
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	51
Name of provider	North Leeds Community Nursery
Date of previous inspection	01/12/2008
Telephone number	0113 2741 579

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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
Manchester
M1 2WD

T: 0300 123 4234
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