

Lesley's Private Day Nursery

Unit 3, Mortec Park, York Road, LEEDS, LS15 4TA

Inspection date	10/01/2014
Previous inspection date	23/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 behaviour is good because the staff provide age-appropriate ways to support positive behaviour. As a result, children are confident and know what behaviour is expected of them.
- The nursery team actively promote two-way information sharing with parents and carers. Together they work effectively in partnership to meet children's individual care needs. Parents say how happy their children are and they feel well informed.
- Children use a wide range of good quality resources which are easily accessible for children, enabling them to make independent choices.
- Children are safe in the setting due to the robust approach of the team towards safeguarding. This means that all aspects of children's well-being are promoted.

It is not yet outstanding because

- There is room to improve the already good staff supervision arrangements, to fully support improving the quality of the provision.

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 play and learning activities and spoke to staff and children in the indoor and outdoor environments.
- The inspector carried out a joint observation with the deputy manager and the nursery manager.
- The inspector looked at a selection of children's learning journals and progress tracking information.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures, including staff suitability checks and safeguarding policies.

Inspector

Amanda Forrest

Full report

Information about the setting

Lesley's Private Day Nursery opened in 2011 and is on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. It operates from six rooms within a self-contained unit at Mortec Business Park on the outskirts of Leeds. The provision serves the local area and is accessible to all children. There are a small number of steps to reach the entrance of the premises. Children have access to their own enclosed outdoor play area, a short walk away from the premises.

The nursery opens Monday to Friday all year round, excluding the week between Christmas and New Year. Sessions are from 7.30am to 6pm. Children attend a variety of sessions. There are currently 90 children on roll in the early years age range. The nursery provides funded early education for three-and four-year-olds and supports children with special educational needs and/or disabilities. The nursery employs 20 members of childcare staff, 13 of whom hold appropriate early years qualifications at level 3. The manager holds a level 6 qualification.

What the setting needs to do to improve further

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

- ensure that the arrangements for staff supervision are matched to the nursery objectives, to ensure that there is a more cohesive approach to making improvements at the nursery.

Inspection judgements

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

The whole team has a good understanding of the Early Years Foundation Stage. Overall, staff are secure in their knowledge of how to promote the learning and development of young children. Staff create a nurturing, learning environment. As a result, children enjoy their time in the setting and they are supported to make good progress towards the early learning goals. The staff are enthusiastic and motivated in the care and learning that they provide for the children; this encourages children to have fun, develop positive relationships and make progress. The children relate well to their playmates and the staff. They confidently try the activities on offer and enjoy free-flow play as they move between the range of natural resources and activities which staff support to enhance their learning and development. The activities provided are purposeful, with good levels of challenge across all ages and areas of learning, encouraging children to become active learners. As a result, their independence is well promoted. Children's learning is supported through mini themes or interests each month, such as 'Our Amazing Body'. These are shared with parents, who comment on their child's interests at home. This supports children to be fully

engaged in their learning. Children are happy and settled in the calm, relaxed and purposeful environment. They enjoy being creative and developing their own ideas. A varied range of activities and resources are presented to young children that ignite their interest and imagination. They have independent access to a good range of opportunities for tactile and creative exploration, and their individual efforts are always valued and encouraged. Babies delight in their exploration of natural materials or using equipment which makes sounds. They are engrossed as they happily explore musical instruments alongside supportive staff, who engage in a rousing action and singing session.

Younger children enjoy the opportunity to visit the sensory room, where they can explore the contrasts of light and dark. They enjoy using torches and glitter balls to light up the dark room, and the children spontaneously dance and move, admiring reflections as they twirl around. Staff support children well through effective questioning to extend their ideas and thinking, and through modelling speech. Staff talk to the children about when they might have seen lights, the children respond with suggestions, such as Christmas. The children end the session with a short story in the tent where they sit and listen, while making patterns with their torches. As a result, children are beginning to think critically and make links between their play and personal events. Older children confidently explore a range of activities, such as construction, matching number socks, writing, stories and literacy activities. Children recall their morning routine with a member of staff and talk about their home lives with enthusiasm.

Staff teach children about numbers through everyday activities. For example, they count items, such as blocks when building with them, are able to confidently count well beyond the number 10 and are beginning to recognise shapes, such as squares, circles and triangles. Staff skilfully intervene at appropriate times to challenge children, such as asking 'Is the tower as tall as you?' and 'If you add one more, what might happen?'. As a result, children's mathematical experiences are promoted well. The children happily engage in role play which reflects real-life situations. For example, they use hair rollers efficiently and pretend to use items in the hairdressers, such as combs, towels and shampoo bottles, while a member of staff willingly acts as a customer, much to the children's delight. The children talk about having their hair washed and visits to the hairdressers. Children enjoy using technology and work on the interactive white board to play a letter recognition game, talking confidently about the letter 'd' and naming a long list of items which start with this letter. This promotes children's early phonic and literacy skills. Personal, social and emotional development is given high priority. For example, staff spend a lot of time with their key children as they recognise children learn best when they feel safe and secure with adults they know well. The key person works with children in small groups, reading stories to them as they sit together on the floor. Children join in with pleasure as they make animal noises as part of the story and are asked to predict what will happen next. This high emphasis on the promotion of personal, social and emotional development as a basis for learning prepares children well for the next stage in their learning, such as moving rooms or starting school. Progress checks at age two are successfully completed. Any gaps in the progress of a child are quickly identified and sensitively shared with parents. As a result, additional support can be requested if it is appropriate. Children with special educational needs and/or disabilities and their families are very well supported by staff to reach their full potential in this inclusive setting. Staff monitor closely the progress children make and plan for each child's next steps in their development. Staff are aware of

children's starting points and capabilities through effective communication with parents, settling-in procedures and discussions between staff who work alongside the children. As a result, children are making good progress.

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

Children form close attachments with caring staff who are highly motivated and work well together. They get to know each child's individual needs and interests so that they can support children to learn at their own pace. Children are familiar with the nursery routines. They are learning how to share, take turns and be kind to their friends. Staff act as positive role models, giving children full explanations about why they may ask them to stop doing something. For example, they explain 'Please do not run inside because you could slip and hurt yourself'. Staff manage children's behaviour well and use positive strategies to deal with minor issues that occur. As a result, children develop a good understanding of how to manage their own behaviour. Children are eager and willing to help to tidy up play resources after use because they are keen to please staff, who reward their efforts with constant praise and support. Careful risk assessing and accident analysis help to promote a safe environment. Designated first aiders are always on site to ensure that children's welfare is paramount at all times. Staff liaise very effectively with parents throughout their child's learning and activities and during the settling-in period at the nursery. Daily sheets keep parents informed about each child's routine and the activities that have enjoyed during the day. Staff understand the importance of working in partnership with parents. They prepare a summative report of children's achievements every four months, and this is shared with parents and forms part of each child's learning journey. The setting has developed a 'Parent Panel' group, which meets at regular intervals to discuss issues or ideas to help the nursery develop further. As a result, the staff are very informed about parents' ideas and wishes.

Meals are held in a room specifically designed for mealtimes; it is clean and tidy, with a selection of highchairs, small chairs and tables. Children enjoy a healthy, nutritious menu which promotes their understanding of a healthy lifestyle. Staff talk to the children and offer praise throughout meals. Allergies and dietary requests are respected. Children are learning about good hygiene routines as they are reminded to wash their hands before eating and after using the toilet. Staff are good role models as they consistently demonstrate good standards of cleanliness. For example, wiping tables when children sneeze and washing hands after wiping children's noses. Children gain an awareness of the importance of exercise and physical activities as they participate in daily outside play. Children enjoy walks and using the outdoor play area, which is a short distance away from the setting. The setting has been on several trips to extend the experiences offered to the children. For example, to a local farm, the theatre and a soft play gym.

Transitions throughout the nursery are carefully planned and individual to each child. This helps children to settle quickly but at their own pace. The older children are supported well in their transitions to school. The nursery contacts local schools and invites the teachers to come and meet the children. The nursery also holds a 'starting school' day for the children at the end of the summer term, when they invite the school crossing patrol

and teachers. This helps promote continuity in children's learning and development over time.

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

The management team has a sound understanding of their responsibility to comply with the requirements of the Statutory framework for the Early Years Foundation Stage. They monitor the educational programme to ensure its suitability for the children. Robust recruitment, vetting and induction procedures are implemented to ensure children are safeguarded. Staff are knowledgeable about the action they must take if they are concerned about a child in the nursery. Staff meetings, training and clear policies all help to maintain staff awareness and vigilance with regard to the children in their care. The setting has policies for whistleblowing and the use of cameras in the setting, which all staff discuss and understand fully. Comprehensive records are made in relation to any concerns from parents or staff and involvement of outside agencies. Experienced and well-qualified leaders in each room ensure adult-to-child ratios are always met and staff are deployed well.

Self-evaluation is informed through using the views of parents, staff and the local authority. A clear action plan indicates the aspects of the provision the setting wishes to improve. The management team are forward-thinking and proactive in building the skills and confidence of the staff team by having regular appraisal meetings. They are aware of the weaknesses in practice of less experienced staff, who are clearly encouraged to increase their qualifications and also to attend relevant training courses. The use of supervision in the setting is good. However, there is room to enhance this even further to support staff to achieve the well-targeted objectives set by the management team. For example, by ensuring that staff objectives more specifically relate to the overall nursery improvement plan.

There are suitable written risk assessments in place that keep the children safe on the premises, in the outdoor area and during walks around the local area. Each day, individual room staff follow a simple checklist to help maintain safety in their room, ensuring it is suitable and safe for children. The nursery is very clean and hygiene procedures are followed effectively. Sufficient staff hold current paediatric first-aid certificates to protect children's health and safety in the event of an accident. Staff are fully aware of the requirement to maintain records of all accidents that occur, and these are monitored effectively by the manager. Parents are notified of any accidents and asked to sign an accident form when they collect their child. The manager and deputy manager are consistently motivated and keen to develop the nursery. The partnerships with parents are highly effective and well established. Parents comment that they have many opportunities to talk to staff at the drop-off and pick-up times and are very well informed about what is going on in the nursery. Information is shared with them daily. Parents are happy with the nursery and comments received are positive. The nursery operates a 'Parent Panel', which consists of a group of parents who meet at regular intervals to discuss development of the nursery, fundraising events or general issues. This ensures that parents are fully engaged in their child's learning and development. The manager understands the importance of

partnership working with external agencies, in order to secure appropriate interventions for children to receive support they may need. This ensures that all children receive consistent support for their learning and development.

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	EY441140
Local authority	Leeds
Inspection number	946079
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	90
Name of provider	Lesley Kershaw
Date of previous inspection	23/05/2012
Telephone number	07703 533 845

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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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