

Garforth Day Nursery LTD

6 Beaconsfield Court, Garforth, LEEDS, LS25 1QH

Inspection date

Previous inspection date

07/03/2014

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

- Staff are friendly, supportive and understand how to relate to children well. This helps promote children's sense of well-being and confidence.
- The environment is spacious and resources and equipment are easily accessible. This encourages children to be mobile and independent.
- Management and staff have a good knowledge and understanding of how to protect and safeguard children. These processes are supported and audited by an external company, which further helps ensure children are safe.
- Partnerships with parents, external agencies and other providers are very effective and make a positive contribution to meeting children's needs.
- Teaching is good and, as a result, children are motivated to learn. All staff are skilled in providing for children's individual needs, ensuring that every child makes good progress from their starting points.

It is not yet outstanding because

- There is scope to enhance the key person system to support families and children to a greater extent when they first start attending the nursery.
- There is room to enrich opportunities for children to be creative and express their ideas more freely.

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 activities in the playroom and the outdoor area.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the directors of the provision.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Caroline Midgley

Full report

Information about the setting

Garforth Day Nursery Ltd was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted office building in Garforth on the outskirts of Leeds and is adjacent to the nursery for older age groups. It is managed by a company that runs seven settings including the adjacent nursery. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. In addition, there are three directors who also sometimes work with children. All staff hold appropriate early years qualifications at level 3 and above. In addition, one director holds Qualified Teacher Status and one has a degree. The nursery opens Monday to Friday all year round, with the exception of Bank Holidays and a week at Christmas. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 42 children on roll who are all under the age of two. Children usually transfer to the adjacent nursery which is run by the same company as they turn two years of age.

What the setting needs to do to improve further

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

- enhance the key person system to ensure that children are fully supported when they first start attending the nursery

- enrich opportunities for children to be creative and explore a range of media so they can express and develop their ideas more freely.

Inspection judgements

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

The majority of teaching is very good and children are working within expected age bands. This is because the staff are well qualified and experienced. All the children are under two-years-old, so staff focus on developing children's communication and language skills and their personal, social and emotional development. They do this by interacting with the children very well. They spend most of the time at their level, sitting on the floor and playing, or sometimes carrying a child. In these ways they can share communication and experiences with the children, who develop their confidence and self-awareness in addition to listening, understanding and speaking skills. Staff talk to children as they sit in activity rings, on cushions or on staff's knees. The resources are designed to capture children's interests, for example, a black and white display is in place to capture very

young children's attention. Staff offer non-mobile children a range of interesting resources, such as bottles filled with rice, flour, glitter and plastic. These are very effective because children can handle them easily. Children can see and hear the effects they have on the bottle contents as they turn and shake them. Staff also focus on developing children's physical skills. They provide interesting and accessible resources that encourage children to become mobile as they begin to crawl, pull themselves up to standing and cruise around the safe furniture. Children are encouraged to explore what happens to paint sandwiched between cling film and a table when they touch and press it. In these ways children can begin to explore media and materials as part of their exploration of the world around them. However, a few craft activities do not always promote children's learning effectively. For example, children's hands are placed in paint and then onto paper by the staff to produce a pair of hand prints. This means children do not have rich opportunities to explore the media freely or express and develop their own ideas.

Children's learning journey records contain a wide range of information, including observations, photographs, assessments and examples of their work. Each child's key person also monitors the area of learning that is covered in the observations. This helps ensure that they provide a balanced range of opportunities that promote children's development appropriately. These records also include a baseline assessment completed by parents and examples of activities that children have done with parents so that staff can follow up learning at home. This enables children to make links between ideas and means that parents and key persons work closely together to support children's learning and development. Each child's key person tracks their progress through a regular assessment of their achievements, which helps staff recognise children's interests and stages of development. This helps staff ensure children are making expected progress and also helps keep parents and carers fully informed about their children's learning. Key persons and parents also exchange information about their children's learning through daily verbal feedback and bi-annual parents' evenings. Staff use this information to plan activities and opportunities to ensure they make good progress in their learning and development in each area of learning. This means they are able to identify any gaps in learning quickly and if necessary seek support from external agencies should this be required. This helps all children make good progress and take full advantage of learning opportunities when they move on to the next stage in their learning.

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

Staff are friendly, supportive and understand how to relate to children well. They encourage and praise children, which promotes their sense of well-being and confidence. Staff cuddle children and comfort them if they become tired or distressed. This means children are secure and content. Staff spend much of the day working directly with children at their level, so that they bond and develop attachments with them. Although all children are eventually assigned a member of staff as their key person, this does not occur until after the settling-in period. This means there is scope to develop the initial exchange of information between the family and the nursery in these important initial weeks to further enhance children's care and experiences.

Children eat at low tables, or in special supportive seats for babies, and staff sit on the

floor to support them. This means children can socialise with each other and with staff. This enhances their personal, social and emotional development. Staff encourage children to feed themselves first with their hands, then with spoons. This helps them become independent and self-reliant. Children are also encouraged to make choices, such as choosing from a bowl of fruit. They enjoy a well-balanced and nutritious daily diet of snacks and meals, which are cooked on site and comply with healthy eating guidance. Systems are in place to ensure children's special dietary needs are met. Each child has a feeder cup of water labelled with their photograph. This helps ensure children are offered water freely throughout the day.

The environment is spacious and resources and equipment are easily accessible. This encourages children to be mobile and independent. Staff sit with non-mobile children and provide them with interesting activities and experiences. They are perceptive and work at the children's level, which means they can effectively interpret non-verbal children's intentions. This promotes young children's self-esteem and sense of well-being as well as their communication skills. Children gradually learn to cooperate with others and begin to accept boundaries with appropriate encouragement and support from the sensitive staff. In this way they begin to learn to keep themselves safe. Staff ensure all children have access to the outdoor play area every day. The all-weather artificial turf and waterproof cushions mean the environment is suitable for both walking and non-walking children and allows them to have exercise and fresh air in all weathers. This encourages children to develop healthy lifestyles. The nursery has close links with the adjacent nursery, the local children's centre and other nurseries in the area. This means children's learning is not disrupted as they move on to the next stage in their education.

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

Management and staff have a good knowledge and understanding of how to protect and safeguard children. Staff are aware of what to do and who to contact if there are any safeguarding concerns. Policies and procedures are understood by all members of staff and are frequently updated and reviewed. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in safety. These processes are supported and audited by an external company, which also helps keep children safe. Staff are vigilant and supervise children well. The nursery is secure. This ensures that children are kept safe from unwanted visitors and cannot leave the premises without an adult. A secure password system is in place for unknown adults collecting children. Accidents and existing injuries are recorded in detail and shared with and signed by parents to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. These incidents are analysed by the manager to help reduce the chance of recurrence.

The management team has a very good understanding of their responsibility to ensure the learning and development requirements of the Statutory framework for the Early Years Foundation Stage are met. They have produced a detailed self-analysis document. Staff engage in well-documented and detailed peer observations, and the well-qualified staff are encouraged to attend further courses to continue to update their skills and to gain

new ideas and perspectives. These methods effectively support staff's personal development, and as a result, learning outcomes for children are good. The management have put in place systems to ensure staff monitor children's learning and development closely so children make good progress.

Partnerships with parents, external agencies and other providers are effective and make a positive contribution to meeting children's needs. Parents are kept up to date with their children's development through daily discussions. They are invited to view their children's development records whenever they would like to and are invited to bi-annual parents' evenings. Good links with other early years providers ensure children continue to make good progress as they move on to the next stage in their learning. An informative webpage, noticeboards and newsletters keep parents up to date with the events at the nursery. Several parents commented on how happy their children are at the nursery and how quickly they have settled.

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	EY469203
Local authority	Leeds
Inspection number	936287
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	42
Name of provider	Garforth Day Nursery LTD
Date of previous inspection	not applicable
Telephone number	01132874545

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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