

Throp's Nursery

274 Oakwood Lane, Leeds, West Yorkshire, LS8 3LE

Inspection date

11/09/2014

Previous inspection date

23/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- Practitioners know children well and plan effectively to meet their current interests and developmental needs, which means all children make good progress given their starting points. As a result, children are well prepared for the next stage in learning.
- The effective key-person system and practitioners' caring and sensitive manner help children to form secure emotional attachments. As a result, children are happy, confident and self-assured.
- Good quality information is shared with parents. As a result, parent partnership is strong, ensuring a consistent approach to supporting the care, learning and development of children.
- Practitioners fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.

It is not yet outstanding because

- The indoor and outdoor environments lack print, and as a result, children's emerging literacy skills are less well supported.
- The presentation of some of the resources in the playrooms limits children's opportunities to be independent in their choices for play.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector met with the manager and looked at children's development records, evidence of suitability and qualifications and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Donna Green

Full report

Information about the setting

Throp's Nursery is privately owned and was registered in 2003. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is located in the Oakwood area of Leeds and operates from a portable building, which has two playrooms, and is sited in the rear garden of the owner's home. The kitchen in the owner's private residence is used to prepare and serve meals and there is an enclosed area for outdoor play. Opening times are from 8am to 4.30pm, five days a week for 46 weeks of the year. There are two practitioners working directly with children, including the owner/manager, who has a childcare qualification at level 3. Children attend for a variety of sessions. There are currently eight children on roll, all of whom are within the early years age group.

What the setting needs to do to improve further

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

- build on opportunities for children to develop their literacy skills, for example, by providing an environment rich in print, both inside and outdoors
- increase children's independence and self choice for play, for example, by reviewing how some of the resources in the playrooms are presented to ensure they are more accessible.

Inspection judgements

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

Practitioners have a thorough understanding of the learning and development requirements of the Early Years Foundation Stage to support children's progress. Since the last inspection, they have worked in partnership with local authority early years advisers to effectively use children's next steps in learning and development to inform an individualised programme for each child. Practitioners frequently observe what children can do and assesses their stage of development to plan appropriate activities. They record very good quality information that is reflective of where children are at. This ensures that plans shape children's learning experiences. As a result, activities are purposeful and provide good levels of challenge, and children make good progress. For example, children show an interest in insects as they play outdoors and they observe a spider on its web daily. Practitioners extend the children's experience of observing the spider through enhancing the outdoor play resources and providing them with magnifying glasses. As a result, children are developing knowledge and understanding of the natural world around them. This approach to planning ensures that children are active participants in their learning and make good progress. Practitioners maintain children's development files and

ensure they are accessible to parents. This ensures parents have frequent opportunities to look at and comment on their own child's records. Practitioners actively encourage parents to be involved in their child's learning at home. This is through a useful newsletter, a daily diary, verbal updates and a parents' information board.

Children enjoy their time at nursery and are actively engaged in their learning. Staff use effective teaching methods to encourage children's interests. Children enjoy playing outdoors in the mud kitchen as they fill jugs with soil using spoons and ladles. The practitioner effectively supports the children's play, asking them if the jug is nearly full, and comments about how deep down they have dug. The practitioner continues to support the children's play with language to accompany their actions, such as underneath, on top, inside, big and small. As a result, children are developing mathematical language. Children are imaginative as they play with large wooden blocks; they make a large track and incorporate it within role play as delivery persons. Children deliver parcels to staff, who respond well and join in the role play with them. Children and practitioners enter into conversation about size and shapes of the blocks. Consequently, children are actively developing knowledge and understanding of space, shape and measures. Children enjoy being read to and have developed preferences of texts, such as a book about a bear hunt. Together they read with the practitioner and repeat familiar refrains from the book. The practitioner is effective as she reads to the children. She engages them well and gives them the time they need to respond and take part in reading. As a result, children are developing a love of books and developing early literacy skills. Children have frequent opportunities to access events within the local community, which gives them skills they need for future learning. The childminder has a sound knowledge of promoting equality of opportunity and ensures all children are included.

The learning environment provides a home-from-home experience for children. There are an appropriate range of resources available for children and babies in accessible storage in both the indoor and outdoor environment, such as role play, books, small world play and electronic toys. Since the last inspection, practitioners have further developed the outdoor play area. Children can now access a mud kitchen, large block play, large tyres, mark-making area, paved and grassed area and an area to plant. As a result, children are developing physically. However, in the indoor environment, boxes are not labelled and there are too many resources on display at one time. As a result, the presentation of some of the resources in the playrooms limits children's opportunities to be independent in their choices for play. Children can access print through a range of appropriate books. However, both the indoor and outdoor environments lack print. As a result, children's emerging literacy skills are less well supported.

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

Children settle well due to the effective key-person system in place and the support given. Practitioners gather useful information from parents and carers so that they can meet children's needs. Children attend 'stay and play' sessions with their parents until they are emotionally ready to start nursery. As a result, children are secure and comfortable and feel valued. The practitioners regularly praise children during play, to boost their self-esteem. Practitioners manage behaviour well and are supported by an effective policy,

which is communicated to parents. This ensures that behaviour is managed consistently, and as a result, children's behaviour is good they cooperate with each other and share resources. Children have opportunities to rest and sleep, and any changes in routine, behaviour or health are discussed with parents. Practitioners provide children with a variety of opportunities to begin to feel comfortable about their move to school. They ensure children have the independence skills required to be school ready, such as managing their own care needs. Practitioners also talk to children about starting school and read books relating to this. As a result, children are independent and emotionally prepared, and therefore make good transitions.

Practitioners effectively teach children about their own safety. For example, they talk to them about sun safety and about road safety when they are on outings. Children eat vegetables and cottage pie at lunchtime, they behave well and independently feed themselves. Children have access to fresh drinking water throughout the day and independently pour their own drinks. Practitioners teach children about good hygiene they encourage them to wash their hands before snack and mealtimes and after toileting. Children have access to adequate hand washing facilities and use paper towels to dry their hands. Consequently, they are being given clear messages about personal hygiene from an early age and are developing good habits. Practitioners provide regular opportunities for children to enjoy the outdoor environment. Children have access to a wide range of activities and resources, for example, a sand tray, ride-on toys and a mud kitchen. Children enjoy independently climbing the steps to the slide, playing on bikes and playing with balls. As a result, they are confidently developing their physical skills.

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

Practitioners have a good understanding of the welfare requirements of the Early Years Foundation Stage, and implements them well to promote children's safety. Effective procedures are in place to support practitioners should they have any concerns regarding a child in their care. Practitioners are able to give appropriate examples of possible indicators or signs of abuse or neglect, and safeguarding information is displayed in the nursery. The premises are secure and well maintained, and the manager regularly reviews risk assessments for both the premises and outings to promote children's safety.

Since the last inspection, practitioners have attended training on developing the great outdoors for babies and toddlers and on the characteristics of effective learning. In addition to this, they have also worked relentlessly with local authority early years advisers to improve the outdoor provision and revise planning to ensure children have individualised learning programmes. This has had a positive impact on the quality of support for children's learning and development, which has improved. Self-evaluation is good and there are clear goals in place for continued development. For example, the manager has made links with other new providers and has plans to visit other provisions. Practitioners seek useful feedback from parents through their daily communications and comments in children's files. The manager uses detailed and thorough monitoring of children's progress and the areas of learning to ensure that children make good progress towards the early learning goals.

Practitioners provide useful and detailed information for parents about the care, learning and development and how the nursery is run. This includes a range of clear and informative policies and procedures and information about the provision. Parents and carers receive a useful updates about what their child has been doing during the day through termly newsletters and verbal communication. Parents are able to access all their child's progress and development information, and comment on such progress. This ensures that parents are fully informed of their child's experience and they are able to extend activities to the home. Parents report that communication is good and they feel informed about their child's progress and overall development. They also comment that the home-from-home approach the nursery promotes effectively meets their child's needs. Practitioners are aware of the importance of engaging in partnerships with other agencies to ensure appropriate interventions for children who may need additional support. They are proactive in sharing information with other providers to ensure continuity for children between the two settings. This includes agreeing a consistent approach to supporting a child's next stage of 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY261545
Local authority	Leeds
Inspection number	962755
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	Christine Margaret Throp
Date of previous inspection	23/01/2014
Telephone number	0113 2940685

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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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