

ABC Nursery at Leeds FC Limited

Leeds United A F C Ltd, Elland Road, LEEDS, LS11 0ES

Inspection date

Previous inspection date

26/09/2014

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 develop good relationships with children, therefore they are happy, confident and feel emotionally secure in their care. This is because of the effective key-person system and robust transition arrangements from home, throughout nursery and to school.
- Teaching is effective and as a result children make good progress in their learning. The educational programmes are well planned by knowledgeable staff who provide a wide range of interesting, challenging and motivating experiences for all children.
- Staff have a strong commitment to working in partnership with parents, which effectively contributes to children's care, learning and development. Parents speak highly of the nursery and how it supports their children's learning.
- Children demonstrate that they feel safe, secure and happy at nursery. This is because safeguarding is given a high priority and staff understand how to keep children safe from harm.
- The manager of the nursery is committed to developing a quality service. Staff are motivated and are provided with ongoing support and training.

It is not yet outstanding because

- On occasions, children are not always encouraged to make an independent choice of snack from the healthy selection provided.
- Staff are not yet making best use of the outdoor area to fully support children's understanding of the natural world.

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 in all rooms and outdoors.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector carried out a meeting with the manager and looked at a range of documents including planning, observations and assessments of children's progress.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plans.
- The inspector conducted a joint observation with the manager.

Inspector

Angela Sugden

Full report

Information about the setting

ABC Nursery at Leeds FC Limited was re-registered in 2014 as a limited company and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed and is situated in purpose-built premises within the grounds of Leeds United Football Club, West Yorkshire. Children have access to a secure play area. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualification at level 3, including one with Early Years Professional status, and the manager who holds level 5. The nursery opens Monday to Friday from 8am to 6pm, all year round, except for bank holidays and one week at Christmas. Children attend a variety of sessions. There are currently 44 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to make independent healthy choices, for example, by encouraging them to select their own choice of snack from the healthy selection provided, to maximise the already good opportunities for developing their independence

- enrich the opportunities for children to further develop their understanding of the natural world, for example, by providing raised beds for planting and growing.

Inspection judgements

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

Staff have a detailed knowledge of the Early Years Foundation Stage and an excellent understanding of how young children learn. They carry out regular observations and assessments that are accurate and used to effectively plan the next steps in children's learning. Staff provide purposeful, planned and spontaneous experiences which help all children, including those with special educational needs and/or disabilities, to make progress from their starting points in all areas of learning. Children actively transport resources and combine them together to follow their own interests and ideas. For example, in the outdoors, children collect small pieces of wood from a tray, place them in a bucket and talk about how heavy it is as they carry the bucket to the slide. They place the pieces of wood at the top of the slide and observe with interest as they slide to the bottom. Staff reinforce learning and promote children's understanding of speed by talking about how fast or slowly the pieces travel down the slide. Children have uninterrupted

time to play, explore and consolidate their learning. The quality of teaching is good. Consequently, children demonstrate their curiosity and are acquiring the skills and dispositions they need to be ready for the next stage in their learning, such as starting school.

Children's development in communication and language is significantly enhanced because staff provide developmentally appropriate opportunities for children to join in with singing songs and rhymes, which means that they learn through repetition and build their knowledge of familiar songs. When asked which songs they would like to sing, babies respond with enthusiasm, saying 'row, row, row'. Staff read stories with lots of expression, which maintains children's attention and successfully helps them to develop their listening skills. This is extended further during a group activity for older children as they explore musical instruments and investigate how to make loud and quiet sounds. They listen carefully to the musical sounds as each child plays their instrument. Children talk about the sounds they make using descriptive language. Staff work hard to support children who speak English as an additional language. They gather information from parents to establish children's level of understanding and communication skills in all languages children speak. This helps them to focus activities in order to effectively support children's individual learning needs.

Parents are actively involved in their children's learning and development. Staff are very aware of the importance of consistency in supporting children's learning, both in the nursery and at home. For instance, they have developed activity packs which parents can borrow. These are based around nursery topics and children's particular interests and contain resources and ideas about the different ways parents can use them at home to further support their children's learning. The progress that children make is shared through daily discussions and learning journals, which parents are encouraged to contribute to. Parents feel well informed about their children's learning and development and positively value the support that nursery staff give them.

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

Staff are warm, welcoming and nurturing. They know all the children very well and provide personalised care. The key-person system is extremely effective and the settling-in process is particularly well embedded. When children start nursery, the key person discusses their development, aspects of care, routines, dietary needs, likes and dislikes with parents. A gradual settling-in procedure is planned and tailored to support children's individual needs. The key person develops secure bonds with children, and good relationships with parents are established. This results in children building trust, being settled and developing confidence to explore all that the nursery has to offer. Children are sensitively and effectively supported in their move between playrooms and on to school, which ensures that their emotional needs and well-being are fully met.

Children's good health is promoted well as staff understand the importance of physical activity. For example, older children take part in daily 'wake-up shake-up' sessions where they move vigorously to music. Staff join in and talk about the benefits of exercise and how it helps them to keep fit. Babies and toddlers develop their strength and body control

through crawling, pulling themselves up on sturdy furniture and doing actions to songs. Children develop their balance and coordination outside as they ride wheeled toys, pull trolleys and challenge themselves as they climb up the ladder of the climbing frame. Children develop their sense of well-being as they spend time outside in the fresh air each day. However, staff do not fully embrace opportunities in the nursery to enhance children's understanding of the natural world, such as food sourcing and nature. For example, they do not yet provide planters in the outdoor area, so children can experience the whole planting and growing process first hand. Children are provided with a wide range of healthy and nutritious meals, which are prepared on the premises each day. The chef uses fresh, seasonal produce and works with staff to ensure that individual dietary needs are catered for. Children independently pour their own drinks and serve themselves from a side table at lunchtime. This helps them to develop confidence to manage similar social routines they will encounter when they move on to school. However, during snack time, children are not always given the opportunity to choose which fruits to eat. On occasions, staff place apples and grapes in front of them on the table. As a result, this slightly reduces opportunities for children to make independent healthy food choices. Children are familiar with daily routines to maintain good hygiene and understand the importance of washing hands after visiting the toilet and before eating. As a result, children are developing healthy lifestyles.

Children behave exceptionally well. This is because staff provide a wide range of age-appropriate and challenging activities that keep children motivated and involved in their learning. In addition, staff use clear and concise language when giving instructions. For example, children respond well when staff clearly state that they hold the hand rail when descending the steps to the outdoor area. As a result, children have a good understanding of how to manage risks and how to keep themselves safe. Staff provide a safe and secure environment for children. They carry out daily risk assessments to help identify and minimise any hazards to children. Staff and children take part in regular fire drills so they are clear of how to evacuate the premises and know what to do in the event of an emergency.

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

The nursery is led and managed very effectively. For example, the manager displays thorough competence as a leader, mentor and motivator for the staff team, and ensures that the comprehensive policies and procedures are consistently understood and followed. Safeguarding is given extremely high priority in the nursery. The recruitment and vetting of staff is robust, which means that informed decisions about their suitability to work with children are made. All staff have attended safeguarding training, and trainees are very well inducted to fully understand the policies and procedures and their roles and responsibilities. Staff and trainees demonstrate confidence in their ability to recognise possible indicators of abuse or neglect and know to whom they should report any concerns about a child's welfare. The manager is the designated officer for safeguarding and tests staff knowledge on child protection regularly. For example, she poses questions about possible safeguarding scenarios for them to consider what they would do if such an event occurred. The staff team are efficiently deployed, which means that children are

supervised well at all times. The premises are safe and secure, with effective measures in place to prevent any unauthorised access to children. Children's safety is further assured because staff complete a register of children's attendance, including when they arrive and leave. Most staff are trained in paediatric first aid, which ensures that there is always good levels of support in the event of an accident or injury. These good practices and procedures ensure that staff are effective in their ability to maintain children's safety and security.

Staff consistently assess children's progress, plan next steps and systematically track learning and development. The manager monitors children's development and has an overview of the progress of each child, including those with special educational needs and/or disabilities. She spends time in the playrooms each day observing children's learning and the quality of teaching. She provides clear guidance and support to enhance this further. The staff team are well qualified and the manager shows great commitment in supporting their professional development. Regular supervisions are held with all members of staff and these are effectively planned, so purposeful discussions are targeted that effect change and raise standards further. Any action points are followed up at the next supervision meeting. Training needs are discussed and courses arranged which ensure staff continually develop their knowledge and enhance outcomes for children. The manager and staff are dedicated to providing a good quality service for children and their families. There is a systematic approach to self-evaluation and to monitoring the quality of the nursery provision. The manager and staff have a good understanding of the strengths of the nursery and where improvements can be made. For example, plans are currently focusing on how the outdoor area can be developed to include nature.

Staff work effectively with a range of professionals to support children's individual needs. These include children's centre staff, health visitors and speech and language therapists. Planned programmes, set by professionals, are used to support children's language development, so that they can make the very best possible progress. Teachers from local schools visit the nursery to meet children prior to them starting school, and children visit school with nursery staff. This helps to support them when the time comes to move on. Partnerships with parents are very strong. Parents speak highly of the nursery and are confident that their children are making good progress. They comment that key persons know and support children well and keep them informed about their development. Parents also value the activity packs that nursery staff have put together to help them further support learning at home. This has a very positive impact on the progress that children make in their learning.

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	EY477190
Local authority	Leeds
Inspection number	967864
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	44
Name of provider	ABC at Leeds FC Ltd
Date of previous inspection	not applicable
Telephone number	0113 3676193

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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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