

Clarendon Nursery

Belmont Grove, Leeds, West Yorkshire, LS2 9NS



Inspection date 29 September 2016
Previous inspection date 14 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The management team has fully addressed all actions and recommendations from the last inspection. They have worked closely with the local authority advisor and demonstrate commitment to ensure continued improvement within the nursery.
- Staff support children who have special educational needs or disability particularly well. They swiftly identify any areas where children are not progressing as expected for their age. They plan successful interventions to help children catch up quickly in their learning and development.
- Children display good literacy skills. Older children write short sentences using two and three letter words. They demonstrate their excellent memory when recalling stories that staff read. Babies listen attentively and are developing their understanding of how to use and respect books from an early age.
- Partnerships with parents are strong. Staff encourage parental involvement from the moment children start to attend. Parents speak very highly of the nursery and are pleased with the progress their children are making.
- Children develop their understanding of the differences between themselves and others in this inclusive nursery. They learn to appreciate and value the diverse traditions and beliefs of families, and they take part in a range of cultural celebrations.

It is not yet outstanding because:

- The systems for identifying individual professional development for staff are not always sharply focused on raising the quality of teaching to an outstanding level.
- Children's individual developmental needs are not always fully supported during daily routines.

What the setting needs to do to improve further

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

- refine the systems for identifying professional development for individual staff, in order to focus more sharply on raising the quality of all teaching to an outstanding level
- enhance daily routines to ensure that all children's developmental needs are fully supported.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with the children.
- The inspector spoke to the management team, staff and children at appropriate times during the inspection. She also spoke to the local authority quality improvement advisor.
- The inspector held a meeting with the management team. She checked policies and procedures and discussed the nursery's self-evaluation documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Angela Sugden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are trained in child protection and fully understand their responsibilities in keeping children safe from harm. Staff know the process to follow should an allegation be made about a colleague. The management team has amended the comprehensive safeguarding policy to ensure it complies fully with the requirements of the Local Safeguarding Children Board. Staff accurately record the arrival and departure times of all children. This, along with a range of other rigorous systems, helps to assure children's safety at all times. The management team accurately evaluates the quality of the nursery provision. The team takes on board the views of parents. Good partnerships with other professionals and schools are established. This helps to support consistency and continuity for children. Staff are supported to understand their role through regular supervision and annual appraisals. This helps them to develop their practice.

Quality of teaching, learning and assessment is good

Staff are experienced, well qualified and have a good understanding of how children learn. Overall, teaching is good. Children are highly motivated and work enthusiastically in the garden to build a den for story characters. Staff skilfully join children's play and ask thought-provoking questions to challenge their thinking. Children talk assertively about the resources they could use to make a door. Staff seamlessly use opportunities to extend children's mathematical understanding. As children play they are encouraged to count, identify shapes, think about size and capacity. Staff make accurate assessments of what children know and can do. They identify the next steps for their learning. The management team monitors the achievements of individual and specific groups of children. This helps to ensure that no child falls behind in their learning and development.

Personal development, behaviour and welfare are good

Staff provide an exciting and well-resourced learning environment that promotes children's independent choices. Children feel safe and their emotional well-being is effectively supported. This begins with a tailored settling-in process for children and their parents. Key persons develop strong and caring relationships with children. Staff discuss the benefits of eating healthy foods. This helps children to develop their understanding of the impact that different foods can have on their bodies. Children's physical well-being is effectively promoted. They have regular opportunities to play outside and benefit from being in the fresh air. Babies challenge their physical skills as they climb energetically on sturdy equipment and persist in moving their bodies into the position for crawling. Children are sociable and their behaviour is very good. Staff provide clear boundaries for children to help them know what is expected.

Outcomes for children are good

Children are making good progress in their development. They are inquisitive and eager to learn. Children display creativity and imagination in their play. They are developing a good understanding of nature and the world around them. Older children are able to accurately describe what happens on a windy day. All children are developing the dispositions and skills they need for their future learning, including school.

Setting details

Unique reference number	512735
Local authority	Leeds
Inspection number	1072901
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	38
Number of children on roll	50
Name of registered person	The Leeds Teaching Hospitals NHS Trust
Registered person unique reference number	RP901956
Date of previous inspection	14 October 2015
Telephone number	0113 3926763

Clarendon Nursery was registered in 1978. The nursery is managed by the Leeds Teaching Hospital NHS Trust. The nursery is open five days a week from 7am until 6pm and all year round. The nursery employs 19 members of staff. Of these, all hold appropriate early years qualifications at level 3 or above, including four with early years teacher status. The nursery provides funded early education for three- and four-year-old children. The nursery supports children who have special educational needs or disability and children who speak English as an additional language.

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