

# Dewsbury Road Nursery

190 Dewsbury Road, LEEDS, LS11 6PF



<b>Inspection date</b>	23 January 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Staff recognise the uniqueness of each individual child. They provide consistency and continuity for children. The key-person system helps to ensure that children's emotional well-being is effectively supported. Children develop a strong sense of security and build close attachments with staff.
- Children who have special educational needs or disabilities are supported extremely well. Staff swiftly identify any areas where children are not progressing as expected for their age. They work very closely with a wide range of other professionals and outside agencies. This helps to ensure that children's individual developmental needs are fully supported through a shared and joined-up approach.
- Staff promote children's mathematical development particularly well. They seamlessly weave in opportunities to help them understand a wide range of mathematical ideas. The quality of teaching is good.
- Partnerships with parents are strong. Parents are involved in helping to establish where children are in their learning when they first start to attend. Staff work closely with parents and give advice to help them support their children's learning at home. Parents are very pleased with the progress their children are making.
- Children learn to appreciate and value the differences between themselves and others in this inclusive nursery. Children who speak English as an additional language are supported especially well.

### It is not yet outstanding because:

- Staff do not always give children sufficient time to respond to questions and enable them to further develop their thinking skills and make links in their learning.

## What the setting needs to do to improve further

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

- give children more time to think about and process their responses to questions.

### 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 nursery 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 link teacher who provides support.
- The inspector held meetings with the management team. She looked at a range of policies and procedures and discussed the nursery's self-evaluation documentation.
- The inspector spoke to five parents during the inspection and took account of their views.

### Inspector

Angela Sugden

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are trained in child protection and regularly update their knowledge. They are highly vigilant with regard to children's safety and keep detailed records of any concerns. Staff fully understand their responsibilities with regard to preventing children from being drawn into harmful situations. Robust recruitment and induction procedures, along with regular supervision meetings effectively support staff to develop their practice. The manager monitors how well individual children and different groups of children achieve in their learning. Any delays in children's development are swiftly identified and interventions put in place to help them catch up quickly. The manager accurately evaluates the quality of the nursery. She values any suggestions from parents and other professionals in developing the nursery provision. Clear plans are identified to drive continued improvement.

### Quality of teaching, learning and assessment is good

Staff are qualified and well trained, supporting their good teaching and knowledge of how children learn. Staff make accurate assessments of children's learning and use these to plan activities to support their individual developmental needs. Children concentrate for long periods of time and persist in filling buckets with sand. They display their mathematical understanding as they describe how the bucket is very heavy. Staff provide just the right level of support to help children achieve success. Children sing songs with enthusiasm. They demonstrate their memory recall abilities and predict what happens next in stories. Staff use good expression when reading stories, which helps to capture and focus children's listening skills. Staff work very closely with local schools to ensure that teachers understand the needs of all children.

### Personal development, behaviour and welfare are good

Staff provide an exciting and well resourced learning environment that promotes children's individual choices. Children are settled in the nursery. They are sociable and their behaviour is good. Staff provide clear boundaries for children to help them know what is expected. Older children approach visitors and talk confidently about what they are doing. Children's physical well-being is effectively promoted. They freely choose to play outside for extended periods of time and benefit from being in the fresh air. Children test their physical skills as they propel play tunnels across the grass by rolling their bodies when inside with great enthusiasm. Staff help children to understand distance and direction as they play. Children independently access their individual water bottles throughout the session. Staff help them to understand how the water helps to keep them healthy.

### Outcomes for children are good

All children make good or better progress in their learning. They are inquisitive and display motivation in their play. Children are developing their literacy skills. They are developing their small-muscle skills and make attempts at early writing. Children play imaginatively and act out roles within their experience. They are developing a positive attitude to their learning. Children are acquiring the skills they need for the next stage in their learning including, when the time comes, starting school.

## Setting details

<b>Unique reference number</b>	EY494466
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1031338
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Leeds City Council
<b>Registered person unique reference number</b>	RP900804
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0113 3784287

Dewsbury Road Nursery was registered in 2015. The nursery employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. The nursery provides funded early education for two- and three-year-old children. The nursery supports children who have special educational needs or disabilities and children who speak English as an additional language.

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