

Flowerpots Day Nursery

Flowerpots Day Nursery, 192 Dewsbury Road, Leeds, LS11 6ER



Inspection date

14 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children's physical well-being is supported well. Older children start the morning with their 'wake up, shake up' exercises. All children enjoy continuous access to the gardens where they are further challenged. For example, children energetically roll and run down the hill, balance on bicycles, and throw and catch balls.
- Children are calm, responsive and well behaved. Staff use very effective strategies to encourage children to consider how their actions impact on other people.
- Leaders and staff have strong partnerships with other professionals, including those who support children who have special educational needs and/or disabilities. They work together on planned programmes to help children gain the skills they need.
- Staff form strong and supportive relationships with parents who are highly complimentary of their friendliness and the professionalism they display. Parents praise how well staff help their children to flourish in their development.
- Staff successfully support children's communication skills. They provide effective assistance for children who are learning to speak English as an additional language.

It is not yet outstanding because:

- Professional development and training is not precisely focused on continually raising the good quality of teaching.
- Staff do not always recognise when to intervene to extend children's understanding of mathematics.

What the setting needs to do to improve further

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

- focus professional development and training more precisely to help continually raise the quality of teaching
- make better use of spontaneous opportunities to support and extend children's understanding of mathematics.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and evaluated the impact this has on children's learning.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector completed a joint observation of teaching with the manager and discussed the nursery's self-evaluation.
- The inspector held a meeting with the manager and looked at relevant documentation, including evidence of suitability of staff working at the nursery, policies and children's records.
- The inspector spoke to a number of parents and a professional working with the nursery and took account of their views.

Inspector

Kate Banfield

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders implement robust policies and processes to enable staff to understand and deal swiftly with any concerns about children's welfare. Staff are qualified and supported well to understand their role and responsibilities from when they first start at the nursery. For example, leaders provide strong induction, mentoring and guidance. Staff meet regularly and are kept up to date about policies and new legislation, and share their assessments of children. Leaders and staff are ambitious for children. Their evaluation of the nursery's strengths and areas for development is accurate and includes the views and ideas of staff, children and parents.

Quality of teaching, learning and assessment is good

Parents contribute what they know about their children's learning from the very start. Staff make accurate assessments and monitor the progress children make, ensuring that any gaps in development are addressed. Parents and staff share their knowledge of children's interests and achievements and work on common goals, at nursery and at home. Additional funding is used effectively to help support good outcomes for children. Staff are extremely skilled at reading favourite stories. Younger children are transfixed and predict the actions in the story. They point to the book and identify the characters. Staff skilfully build anticipation and children squeal with excitement. They listen attentively to the story and are developing their literacy skills.

Personal development, behaviour and welfare are good

Staff create a welcoming, nurturing environment and form strong relationships with children. This helps to support their individual emotional well-being. Children successfully learn to be independent. For example, they choose the experiences they want to explore and are learning to make decisions as they vote for the reading book of the day. Children learn about differences between themselves and the wider community. Staff skilfully encourage older children to discuss their facial features as they look in a mirror. They support them to make comparisons between the colour of their eyes and hair. Children take turns and listen carefully to each other as they work in small groups.

Outcomes for children are good

All children are motivated, lively and determined. They confidently serve themselves lunch and pour water. Older children responsibly carry out small tasks. Young children learn about the natural world as they observe spiders with interest. Older children for whom English is an additional language, play cooperatively and imaginatively. They negotiate with each other and share their ideas in English. Children demonstrate confidence as they approach visitors to inquire what they are doing. Children make expected levels of progress and develop the skills they need in preparation for school.

Setting details

Unique reference number	EY486436
Local authority	Leeds
Inspection number	1005495
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	38
Number of children on roll	64
Name of registered person	Flowerpots Day Nursery
Registered person unique reference number	RP534367
Date of previous inspection	Not applicable
Telephone number	0113 270 8316

Flowerpots Day Nursery registered in 2015. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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.

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