

Inspection date	30 June 2017
Previous inspection date	15 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 develop good levels of confidence and self-esteem. Effective settling-in arrangements and the strong key-person system successfully contribute to this. Effective information gathering from parents on entry and thereafter helps staff to provide tailored care in order to meet children's individual needs.
- Children are eager to join in with activities. The very popular outdoor area is a real asset to the nursery. Children have ample opportunities to develop their natural curiosity, imagination and exploratory skills, and to manage risk.
- Staff create a safe and secure environment. The manager ensures staff stringently monitor access to the premises and are vigilant in their supervision of children.
- Staff's effective observation, assessment and planning contribute to the good progress children make, as does the broad range of stimulating activities. Staff join in with children's play and model having fun, which enhances children's enjoyment.
- The manager ensures staff effectively provide a welcoming environment where children choose to play inside or outdoors. Children are independent learners. Staff take good account of their preferred learning styles, interests and physical well-being.
- Children behave well and build positive early friendships, learning to value one another.

It is not yet outstanding because:

- Staff do not consistently question and engage children more, in order to support and extend their learning even further during play.
- Staff do not share more precise and regular information with parents about children's next steps in learning and how they can support these at home.

What the setting needs to do to improve further

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

- strengthen staff's teaching to maximise opportunities to question and engage children more, in order to build on and extend their learning even further
- share more precise and regular information with parents about children's next steps in their learning and how they can support these at home.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nominated individual, manager and nursery teacher. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

Inspector

Rachel Ayo

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a secure knowledge of child protection issues, supported by regular training, updates and displays. Staff minimise hazards well, including how they use safety equipment. For instance, soft blocks surround physical apparatus, enabling babies and younger toddlers to stay safe as they practise their developing mobility. Staff's qualifications, further training and regular supervision meetings with the manager have a positive impact on practice. Effective systems to observe staff practice are beginning to target improvements in teaching. Audits and action plans are just one of the ways the provider and staff reflect on and continually improve practice.

Quality of teaching, learning and assessment is good

Staff precisely identify children's starting points for learning on entry with parents. Subsequently, staff continually plan for children's interests and their next steps in learning. Staff monitor all children's progress well and share this with parents. Children and babies clearly enjoy their time at nursery. Staff provide babies and toddlers with a good range of activities to investigate sensory objects with intrigue. Younger children excitedly explore media, such as mud. Babies show delight as they look at their reflection in the mirror. They enjoy simple story books with staff. Staff's positive interactions encourage and support babies' and toddlers' early vocalisation well. Staff work closely with parents to support children who speak English as an additional language. For example, they obtain key words from parents and display dual-language signs, so children get to hear and see that their home language is valued and recognised.

Personal development, behaviour and welfare are good

Staff build warm and loving relationships with babies and children during the well-planned settling-in period. Toddlers enjoy sitting with staff to share family photograph booklets, and staff sensitively respond to babies' care needs. Staff keep parents well informed about daily routines and they receive regular updates about the nursery through emails and newsletters. Staff effectively foster children's self-esteem and confidence. Pre-school age children proudly show off the stars they have received for particular tasks or achievements. Staff are good role models who help children to learn important social skills. Children develop a strong sense of responsibility as they help to care for the nursery pets and harvest healthy food. Children receive good support to learn about and celebrate diversity.

Outcomes for children are good

Children make good progress in their learning and gain the key skills for school. They develop good early literacy skills and show focus, motivation and engagement during activities. Pre-school age children play collaboratively and enjoy sharing creative ideas as they make magic wands. Babies enjoy exploring and becoming mobile.

Setting details

Unique reference number	EY304304
Local authority	Leeds
Inspection number	1092281
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	70
Number of children on roll	96
Name of registered person	The Leeds Teaching Hospitals NHS Trust
Registered person unique reference number	RP901956
Date of previous inspection	15 January 2015
Telephone number	0113 3070684

Mosaic Centre registered in 2005. The nursery employs 25 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3, one holds level 4, two hold level 5, two have early years professional status and one has qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for three- and four-year-old children.

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