

# Garforth Day Nursery

4 Beaconsfield Court, Garforth, LEEDS, LS25 1QH



<b>Inspection date</b>	23 October 2017
Previous inspection date	11 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- The quality of teaching is good. Staff interact well with children as they join in with their play. They ask questions that encourage children to think and share their ideas.
- Staff observe children at play and assess their achievements against typical levels of development for their age range. This helps them to identify what children already know, what they can do and what they need to learn next.
- Managers and staff are very reflective practitioners. They work together to evaluate all areas of practice and identify areas for improvement. This contributes to the nursery's strong capacity for continuous improvement.
- Children are very happy and confident in this nursery. Staff offer them plenty of praise and encouragement that helps to build their self-esteem.
- All children, including those who have special educational needs and/or disabilities, make good progress in their learning.
- Partnerships with parents are effective. They support children's learning in the nursery and at home. Parents say that staff are professional and that they have a genuine desire to care and teach.

### It is not yet outstanding because:

- Occasionally, children become restless when waiting too long between activities.
- Sometimes, staff are too quick to help younger children with simple, manageable tasks.
- Some group activities are not organised well enough to precisely meet children's learning needs.

## What the setting needs to do to improve further

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

- review and improve the planning of activities and routines to maximise children's engagement and enjoyment in their learning
- increase the opportunities children in the 'Brainy Bees' room have to complete simple tasks and support their developing independence to even higher levels
- consider the individual learning needs of children more consistently when planning adult-focused group activities and help children to make even better progress in their learning.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development. She observed three activities alongside the nursery manager.
- The inspector held a meeting with the providers and the manager. She looked at a range of documents provided, including evidence of suitability checks carried out on staff and action and development plans.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to two parents during the inspection and took account of the views of others though written feedback provided.

### Inspector

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Safe recruitment procedures are in place and the providers have established good systems to supervise managers and staff that help to ensure they remain suitable for their role. Staff know what to do if they have a concern about a child's welfare. The well-qualified staff team continues with their own learning. For example, they benefit from in-house training and independent reading to strengthen their knowledge. This helps them to build on the high quality of teaching. The manager checks the progress individual children make and looks for differences between the attainment of groups of children. Generally, this helps staff to plan effective learning programmes. Partnerships with professionals are well established and help to provide consistent care and learning experiences for children.

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

Staff support children's understanding of early mathematics well. For example, older children learn to add one and two more to a group of items and line up toys according to their size. Younger children learn about more and less as they play with sand and water. Children enjoy story times as staff read to them with much enthusiasm and energy. They join in with familiar parts and choose puppets to help to tell the story. Staff encourage children to make marks in a variety of ways. For example, they draw with chalks and paint with water on the walls of the outdoor area. This helps children to develop early skills in literacy. Children develop their creativity as they explore the sounds made by musical instruments. They investigate sights, sounds and textures in the sensory area.

### Personal development, behaviour and welfare are good

Staff have a nurturing approach that puts children at ease. They give children gentle reminders that help them to respond to boundaries and they behave well. Children seek out their friends to share their experiences. Staff support them to understand their own feelings and those of others. Children enjoy healthy meals and snacks, and benefit from fresh air and exercise which help to promote their physical health. Staff encourage older children to meet their own personal care needs. This helps to prepare them for the next stage of their learning. Staff support children well at times of change. They share information and arrange visits with the key person when children move between rooms in nursery. This helps children to settle quickly into their new environment.

### Outcomes for children are good

Most children achieve expected levels of development for their age range. Those children who need extra support catch up quickly. Children in receipt of early years pupil premium funding benefit from enhanced resources that help them to make progress. Older children show good levels of concentration when involved in activities. They pay attention to staff and follow instructions. This helps to prepare them for the next stage in their learning. Children learn to solve simple problems they encounter and to persevere as they play. For example, they add flour to dough that is too sticky.

## Setting details

<b>Unique reference number</b>	EY415881
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1065592
<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 - 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Garforth Kids Club Limited
<b>Registered person unique reference number</b>	RP911216
<b>Date of previous inspection</b>	11 October 2013
<b>Telephone number</b>	07803723241

Garforth Day Nursery registered in 2011. It opens all year round, except for bank holidays and a week at Christmas. Opening hours are Monday to Friday, 7.30am to 6pm. The nursery employs 14 members of childcare staff. Of these, six hold appropriate early years qualifications at level 6 and a further five hold qualifications at level 3. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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