

Inspection date	29 August 2018
Previous inspection date	1 February 2016

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

The provision is good

- Leaders have high expectations and strive to provide the best start for all children. They accurately evaluate the strengths of the nursery and welcome the views of staff, parents and children to help them identify areas for development to improve successfully and consistently.
- Children are confident communicators. Staff skilfully match their level of interaction to the stage of children's development. They use songs and rhymes to good effect to help young children develop good listening skills and introduce new words to help extend their vocabulary.
- Partnerships with parents are good. Parents explain how staff keep them well informed about their children's development and how they share information with staff about their children's learning at home. They are highly complimentary about how well staff support their children.
- Children are happy, settled, emotionally secure and behave well. Staff are attentive and kind. They sensitively help young children understand what is expected of them. Older children are polite, well mannered, listen to staff and share.
- Partnerships with local schools are well developed. Staff share information about children's learning and development, to help ensure children's positive move on to school. Children make good or better progress in their learning.

It is not yet outstanding because:

- Staff do not consistently further develop younger and older children's understanding of mathematical quantity, position and distance during their spontaneous play.
- Staff do not consistently share precise information with each other about young children's learning as they move rooms.

What the setting needs to do to improve further

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

- enhance children's understanding of mathematical quantity, position and distance
- ensure that staff share precise information about children's learning as they move rooms through nursery, so that receiving staff can tailor and build on their previous learning.

Inspection activities

- The inspector observed the quality of teaching during play activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the nursery manager and discussed the nursery's self-evaluation.
- The inspector held a meeting with the nursery manager and the owner. She checked staff's suitability, qualifications, policies and a range of other documentation.

Inspector

Kate Banfield

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and all staff have a good knowledge of the procedures to follow if they have a concern about a child in their care or the practice of a colleague. Staff are motivated and qualified. Leaders use effective recruitment and regularly monitor the continued suitability of staff to work with children. Relationships between staff are warm and professional. Staff feel supported by leaders, who help them to develop their professional qualifications. Leaders use effective supervision and coaching to help staff understand their roles and responsibilities in their work with children. Staff support children's development well and use additional funding effectively. They work well in partnership with other agencies to support good outcomes for children. Staff monitor children's progress and identify any gaps in learning. They work closely with other professionals to help children catch up.

Quality of teaching, learning and assessment is good

Staff make assessments of children's development and plan activities that extend their learning. Staff motivate children to play imaginatively together. Boys develop complex and exciting narratives about 'vampire' families. Young children confidently explore paint. They name the vehicle shapes that staff provide as they dip them in the paint and then print on the paper. Staff skilfully extend their understanding and name the colours. Children use good finger strength, concentration and persistence to fit together bricks as they create models. Staff use books effectively with babies to develop their listening skills and identify parts of their body to which they excitedly point. Young children enthusiastically and independently demonstrate their good memory recall as they sing nursery rhymes. Staff are very responsive as they use these occasions to provide further resources and help children extend their knowledge of animals.

Personal development, behaviour and welfare are good

Children are spontaneously affectionate towards their key people. Their emotional well-being is strong. Staff meet children's individual dietary requirements well. Children follow good hygiene routines before they eat the healthy, freshly prepared meals. Children spend time outside each day in the thoughtfully designed garden. Young children develop their physical skills as they confidently climb the ladder to the top of the castle, and safely maintain control as they slide back down and come to a gentle stop. Children receive good support from staff to gain good physical development.

Outcomes for children are good

Children are active and motivated learners. Older children work well in groups as they listen to each other and share their knowledge of the London skyline and Big Ben. They correctly identify the initial sound of words. Young children use tools confidently to manipulate and shape dough. Babies concentrate and explore how the glitter moves in the bottles, sharing their delight. Children display a positive attitude to their learning and are developing the skills they need for the future, including starting school.

Setting details

Unique reference number	EY387647
Local authority	Kirklees
Inspection number	10064021
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	54
Number of children on roll	68
Name of registered person	Looby Loos Limited
Registered person unique reference number	RP908017
Date of previous inspection	1 February 2016
Telephone number	01484688974

Looby Loos registered in 2009. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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