

# Report for childcare on domestic premises

**Inspection date**

16 October 2018

Previous inspection date

22 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### The provision is outstanding

- Partnerships with parents are highly effective. This promotes a collaborative approach to meet the individual needs of children, both in the nursery and at home. Parents are complimentary of the nursery, making comments, such as, 'Staff are fantastic' and, 'Activities are so thoughtfully planned'.
- Children who have special educational needs and/or disabilities are extremely well supported. Staff work closely with parents and external agencies to ensure their individual needs are being met comprehensively.
- Experienced and well-qualified staff use highly effective teaching strategies. This helps to motivate, excite and engage children, helping them to make excellent progress in their learning and development.
- Highly robust recruitment procedures and mentoring of staff helps to ensure staff are suitable for their roles.
- Managers demonstrate passion and commitment to continuous improvement through superior self-reflection. The views of children, staff and parents are gained superbly. This helps to drive improvement, which benefits children to the highest level.
- Transitions within the nursery are very well managed, helping to ensure children are emotionally prepared for change. Staff actively involve parents throughout the transition period, for example, they are invited to stay and play when their children move into a new room.
- There is a highly stimulating and vibrant environment, indoors and outdoors. Resources and activities on offer ignite children's curiosity, helping them to consolidate their learning through active engagement.

## What the setting needs to do to improve further

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

- continue to build on the highly effective strategies used to share information with other settings that children attend so that children consistently sustain high rates of progress.

### Inspection activities

- The inspector viewed all areas of the premises used by children. She observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She completed a joint observation with the deputy manager.
- The inspector took account of both verbal and written views of parents during the inspection.
- The inspector held a meeting with the nursery owner, the nursery manager and the deputy manager. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery and people living on the premises.
- The inspector discussed the nursery's self-evaluation and the impact this has on the nursery.

**Inspector**  
Kerry Holder

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have a wealth of knowledge and understanding of possible signs and symptoms of abuse or neglect. They thoroughly understand their responsibilities to protect children from harm. Staff are deployed exceptionally well within the nursery and supervise children effectively to maintain their safety and well-being. Staff frequently attend training to update their existing knowledge and skills. This has a significant impact on children's care and learning. Staff have well-established links with local primary schools, preparing children extremely well for the next stage in their learning. Transitions are superbly managed to support children's emotional well-being. Staff continue to explore further innovative ways to engage with other settings that children currently attend.

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

Teaching is inspirational. Staff engage children in an array of activities that motivate children to learn. For example, children develop their understanding of 'more' and 'less', as they help to make play dough. Younger children explore ice and water and investigate natural objects, such as conkers and leaves. Babies explore sensory resources and children learn that some things still exist even though they cannot see them. Staff use skilful communication and questioning, which sustains children's engagement superbly. They adapt this accordingly for different age groups to support their speech and language with great success. Observations and assessments of children's learning are precise and sharply focused on children's overall development. Staff use this information to plan challenging experiences that help children to make rapid progress in their development. Children's learning is monitored meticulously by management.

### Personal development, behaviour and welfare are outstanding

The robust key-person system helps children to form highly secure attachments and develop strong relationships with staff and each other. Children behave exceptionally well. They listen, wait their turn and play cooperatively with their peers. Staff help children develop an excellent understanding of healthy lifestyles. They ensure that children have ample fresh air and exercise while taking part in exciting activities as part of inspiring outdoor play opportunities. Children are able to harvest vegetables, helping them to learn about healthy eating and where food comes from. They also try different foods from various countries which enhances their knowledge of the wider world.

### Outcomes for children are outstanding

All children make rapid progress in their learning and development, including children who have special educational needs and/or disabilities. Mathematics and literacy have become a natural part of the learning within the nursery. Children use numbers and counting during play and find reasons to write for a purpose. Younger children enjoy singing familiar songs and older children repeat phrases from stories, helping to develop their literacy skills even further. Children display exceptionally high levels of self-esteem and confidence, and are exceptionally well prepared for school.

## Setting details

<b>Unique reference number</b>	EY421496
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10079702
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	93
<b>Number of children on roll</b>	175
<b>Registered person unique reference number</b>	RP515858
<b>Date of previous inspection</b>	22 December 2017

Calverley Village Day Nursery registered in 2011. The nursery employs 35 members of childcare staff. Of these, 32 hold appropriate early years qualifications at level 2 and above, including one member of staff who holds early years professional status. The nursery is open for 51 weeks of the year, closed for one week at Christmas and bank holidays. 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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