

First Nursery Leeds

281 Meanwood Road, Leeds LS7 2JD



Inspection date	16 January 2019
Previous inspection date	6 March 2015

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

This provision is good

- The manager and her senior staff provide clear and purposeful leadership to the staff team. They have high expectations overall and are ambitious for children in their care to achieve their best.
- The staff know the children in their care well. They make accurate assessments of children's achievement when they first start at the nursery and use the information well to plan for their future learning.
- Staff provide strong support to children who speak English as an additional language. They work closely with parents to identify children's needs and promote their early communication skills well. They often provide opportunities for children to use their heritage language as well as developing their use of English.
- Staff are good role models. They help children to achieve high levels of independence and self-awareness. For example, children have the opportunity to participate as members of the nursery council and make suggestions for developing their resources and activities. Children are well behaved.
- Parents are very proud of the nursery. They feel that they are very well informed and receive good guidance to support their children's learning at home. Parents know their children's key person well. They appreciate the many opportunities children have to enrich their learning through, for example, borrowing books from the nursery's library, visits to farms and playing tennis.
- Staff often ask children thoughtful questions. However, they do not always give children the opportunity to reflect and answer fully.
- Occasionally, staff do not fully challenge the highest achieving children to help them deepen their knowledge and understanding further.

What the setting needs to do to improve further

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

- build on staff's questioning skills to encourage children to reflect and answer in full
- strengthen staff's challenge to high-achieving children to deepen their knowledge and understanding.

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 completed joint observations with the nursery manager.
- The inspector spoke to children and staff.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The manager ensures that staff take good advantage of training on all aspects of protecting children from harm. Senior staff regularly challenge staff through spot quizzes and staff meetings. The managers have robust policies to make sure that information about children, including digital records, is responsibly managed. The manager takes full advantage of research and training to develop the rich curriculum and meet the varied needs of the community they serve. The manager listens carefully to the views of staff, parents and children to evaluate and improve the nursery. The nursery staff build close relationships with other settings and support children's smooth transition to the next stage of their education, including starting school.

Quality of teaching, learning and assessment is good

Staff make good use of additional funding and support to help children achieve their best. For example, they work closely with specialist educational professionals, such as speech and language therapists, to help children with special educational needs and/or disabilities to achieve well. Staff are imaginative and have high expectations overall. Staff help babies and young children explore their sensory development when they play with different substances, such as spaghetti and vegetables. They enrich children's imagination through well-told stories, songs and rhymes. Staff plan activities carefully to match the constantly developing range of children's interests. For example, children develop their awareness of colour and shape when they participate in giant floor paintings, squirting, brushing, rolling and standing in paint of different colours.

Personal development, behaviour and welfare are good

Staff help children to settle in quickly and feel confident in the nursery surroundings. For example, they often maintain close eye contact with children and use praise and positive language to raise children's self-awareness and self-esteem. Staff work closely with parents and carers to help children settle quickly and smoothly into nursery life. They accurately identify any signs that children are not settling in and plan activities to overcome this. Children develop their social skills well. They are encouraged to listen to others and to take turns, for example when they play number and counting games. The staff strongly encourage children's awareness of good hygiene and healthy eating. Parents comment that the staff provide good support for their children's toilet training routines. The nursery provides a good range of information to parents on aspects of children's well-being and development.

Outcomes for children are good

Senior staff review the progress made by all groups of children and take effective steps to address any gaps in learning. Children make good progress in their language and communication skills. Children develop their early reading and writing skills well through imaginative activities. They identify letters from their own name when they hang their coats on pegs at the start of the day. Children develop their mathematical skills well. For example, they develop their recognition of shapes when they decorate their own pizzas.

Setting details

Unique reference number	EY390997
Local authority	Leeds
Inspection number	10059934
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	43
Name of registered person	F & K Care Limited
Registered person unique reference number	RP910709
Date of previous inspection	6 March 2015
Telephone number	0113 2629090

First Nursery Leeds registered in 2009. The nursery employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including two at level 5, and the manager has qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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