

# Lesley's Private Day Nursery

Unit 7 Mortec Park, York Road, Leeds, West Yorkshire LS15 4TA



<b>Inspection date</b>	14 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Well-qualified and experienced staff have a secure understanding of how to help children learn through play. They are skilled at following children's lead and provide a range of stimulating activities which capture their interests. Children are keen explorers and make good progress.
- Partnerships with parents are very good. Staff provide different ways for parents to be involved in their children's care and learning. For example, they share information through daily discussions and regular assessments. This helps to ensure that children's individual needs are extremely well met.
- Staff support children's communication skills very well. They skilfully use effective questioning methods and give children plenty of time to think and respond. All children initiate conversations with adults and each other, and become confident talkers.
- Effective supervisory and performance management systems help to support good practice. New systems to closely monitor teaching and learning have been established. This helps to maintain and improve the overall good teaching successfully.
- Children behave very well. They play together, take turns and share resources. Staff address any issues with children's behaviour consistently and appropriately to help children learn how to resolve problems and understand what is expected of them.
- Although staff have strong links with the feeder schools that children will attend, arrangements are not fully in place to liaise with all other settings that children also attend, to support a continuous approach to children's care and learning.
- Some routines involve children waiting for long periods and they miss opportunities to be engaged in meaningful play and learning.

## What the setting needs to do to improve further

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

- extend the information shared with other early years settings to fully support and complement children's care and learning experiences
- consider the time children spend waiting between changes in activities and routines.

### Inspection activities

- The inspector observed a range of activities. She assessed the impact of teaching on children's learning.
- The inspector conducted a joint observation of an activity with the general manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector met with the management team to discuss the self-evaluation. She sampled and discussed other documents, including evidence of the suitability of staff, nursery policies and children's records.
- The inspector spoke with parents and took their views into account.

### Inspector

Shirley Maynard

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure understanding of their roles and responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extreme views. Staff assess risks in the environment prior to children arriving and remove any identified hazards. Robust recruitment, vetting and induction procedures help to ensure children are cared for by suitable adults. Staff attend regular training in order to refresh and extend their knowledge. The management team is ambitious and has a strong commitment to providing a high-quality provision. Regular reflection and evaluation lead to effective plans that drive forward improvements. Parents are extremely complimentary about the service provided.

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

Teaching is good. Staff make accurate assessments and evaluate children's learning clearly. This helps them to identify the next steps in children's learning and to identify any gaps in their development. Children have positive attitudes towards learning and are encouraged to problem solve and fully extend their thinking skills. For example, as children model dough, staff show them how to measure and introduce words such as 'big' and 'bigger', to support their understanding of mathematics. Children build towers with bricks. They keep on trying, and staff help them to consider different ways of adding bricks, so that the tower they are building does not fall over. This helps to motivate children as they begin to develop their own ideas. Children act out their experiences and observations. For example, they feed the baby dolls and prepare pretend food for staff and their friends. Children develop their physical skills. Older children hold pens correctly and learn to identify and write the letters in own their name. Younger children take pleasure in choosing their favourite books and listen attentively.

### Personal development, behaviour and welfare are good

All children have secure bonds with their key person and have built relationships with all staff. Children show high levels of confidence and self-esteem. This has a positive impact on their emotional well-being. Staff support children to make healthy lifestyle choices. Children enjoy home-cooked meals which are balanced and nutritious. They have many opportunities to develop their good physical skills, for example when they enjoy fresh air during outdoor play. Children develop their self-care skills effectively. For example, they serve their own snacks and meals. Staff help children learn about diversity and about others within the community. Children learn about people's differences and similarities, and how we are all equally valued, through activities and visits.

### Outcomes for children are good

Children make good progress and are developing the necessary skills for future learning and their eventual move on to school. They are curious to explore, work collaboratively and use resources for a variety of purposes. This supports their creativity and engagement in their self-chosen play. Older children confidently identify size, colour and quantity in everyday activities. Younger children enjoy singing songs that help them learn to count.

## Setting details

<b>Unique reference number</b>	EY543889
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10090149
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Lesley's Private Day Nursery Limited
<b>Registered person unique reference number</b>	RP535363
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07703533845

Lesley's Private Day Nursery registered in 2017. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. 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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