

Inspection of Chapeltown Community Nursery

Reginald Street, Chapeltown, Leeds, West Yorkshire LS7 3HL

Inspection date: 5 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children thrive in the homely and nurturing setting. They have a positive attitude to learning and excitedly explore the stimulating environments, making decisions about their play. Staff show a genuine interest in what children say and do and treat them with kindness and respect. They expertly play alongside children, helping them to gain the skills and knowledge they need for the future. For example, staff introduce mathematical language as children fill and empty measuring jugs. They help children to identify numerals, explore capacity and count and calculate as they play. Children have well-developed mathematical skills.

Staff provide clear explanations so that children understand the reason behind their rules and requests. They support children to consider the feelings of others and teach them how to resolve minor conflicts independently. Children behave very well. Staff deploy themselves well to meet children's needs and ensure they are safe and happy.

Children form strong bonds with the staff and clearly enjoy their company. For instance, they invite staff to join in with their play as they pretend to serve imaginary food. Staff skilfully model role play and help children to develop their storyline. They encourage children to write for different purposes and help them to link sounds to letters.

What does the early years setting do well and what does it need to do better?

- The newly appointed manager has worked closely with the staff to review practice and swiftly address the weaknesses identified during the last inspection. She is ambitious and committed to continuing to develop practice to achieve the best possible outcomes for children. Parents are very happy with the setting and speak highly of the manager and staff.
- Children are independent and develop good self-care skills. For example, they put on their own coats and boots before going outside. Staff sit with the children at mealtimes to make them sociable occasions. They engage children in meaningful discussions and help them to use good manners. Children confidently serve themselves from communal dishes and pour their own drinks.
- Staff know children well and talk confidently about their needs. They accurately assess children's stage of development and use their findings to plan precise next steps in their learning. Children gain the skills needed for their future learning and the eventual move to school.
- Staff speak clearly, provide a commentary and introduce new vocabulary to support children's language skills well. They ask a variety of questions that help children to think critically. Staff use some effective techniques to support children who speak English as an additional language. For example, they gesture

and encourage children to repeat words back to them. However, staff have not implemented systems for children to hear and use their home language in the setting.

- Children have plenty of opportunities to exercise as they explore the large outdoor area. They show good physical skills as they chase staff around the garden, quickly changing direction and negotiating space safely. Staff ensure that children follow clear hygiene routines and talk to them about the importance of drinking water.
- Partnerships with parents are good. Staff provide daily verbal feedback and share information about children's progress. They involve parents in the assessment process and send home activities to help support children's learning at home.
- Staff are admirable role models and constantly praise children for their efforts and achievements. They provide encouragement and help children to have a go. Children respond positively to staff and develop firm friendships with each other.
- Children have a wide repertoire of songs and sing spontaneously. They enjoy listening to stories and sharing their news during group times. However, these sessions are not always organised as well as possible to help children to concentrate and be actively involved.
- Staff participate in a broad range of professional development activities to strengthen their skills, knowledge and practice. For instance, the manager observes staff working with the children. She critically appraises their practice to help them to develop their interactions further.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well in child protection matters and know how to safeguard children. They complete daily safety checks to make sure that the environments are safe and any potential hazards are identified and removed. Staff recognise the signs of abuse and are alert to wider safeguarding matters. They know the procedure to follow if they have any concerns about children, other staff or the manager. Recruitment procedures are robust and ensure that staff are fully checked and vetted. All childcare staff hold valid paediatric first-aid qualifications.

What does the setting need to do to improve?

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

- provide more opportunities for children to hear and use their home language as they play
- review the current arrangements for group times to help all children to remain actively engaged and fully focused on their learning.

Setting details

Unique reference number	319349
Local authority	Leeds
Inspection number	10098896
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	23
Name of registered person	Chapelton Community Nursery
Registered person unique reference number	RP519350
Telephone number	0113 2374696
Date of previous inspection	13 February 2019

Information about this early years setting

Chapelton Community Nursery registered in 1973 and is run by a management committee. The setting employs six members of childcare staff, five of whom hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday, from 8am until 6pm, all year round. The setting receives funding for the provision of free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susie Prince

Inspection activities

- The inspector had a tour of the setting. She talked to the manager about how the curriculum and provision are organised.
- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector talked to parents, children and staff and took account of their views.
- The manager jointly observed an activity with the inspector.
- The inspector looked at a sample of documentation, including evidence of staff suitability and first-aid qualifications. She talked to the manager about self-evaluation and planned developments.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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