

Inspection of Bojangles Nursery

31-35 High Street, Morley, LEEDS LS27 9AL

Inspection date: 15 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children appear happy and content as they arrive at this good-quality nursery. They quickly separate from their parents and are keen to play with their friends. Children show high levels of confidence as they greet visitors and show respect towards one another as they share toys. Staff support children's physical development extremely well. Children giggle with delight as they take part in an obstacle course. They show good physical endurance as they balance on tyres and skilfully jump from low-level tree trunks. There is a strong sense of community and staff work in close partnership with a range of services. This ensures that all children and families receive the support they need to make good progress.

Children are provided with a broad and balanced curriculum that builds on what they know and can do. For example, babies get very excited as they put the paint on the paper and they hold large brushes well. Toddlers are eager to complete the jigsaws and tell staff that the flowers are 'yellow' and 'very tiny'. At lunchtime, pre-school children recognise the letters on the placemats that link to their own names.

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

- The well-established key-person system helps to ensure that children are happy and settled. Children have good levels of concentration and form close friendships with their peers. They work as a team to organise circle time where they roll the ball to each other shouting their friends' names. They laugh with delight as they cheer for each other.
- Overall, staff support children's learning well. They make ongoing assessments of children's achievements and understand what they need to learn next. However, staff do not always extend children's learning and independence to the highest level.
- Throughout the COVID-19 (coronavirus) pandemic, the manager and her dedicated staff team have thought of different ways to keep parents and carers involved in their children's learning. For example, learning packs were sent home for children to complete with their families. Staff communicated weekly with parents to see how children were enjoying the activities
- Children make good progress across all areas of learning due to a well-designed curriculum. Staff provide activities that keep children motivated to learn. For example, all children access a wide selection of books and read and show them to their friends with enthusiasm.
- Staff place a strong focus on promoting all children's communication and language skills. They sing to children during activities to help reinforce learning, and staff caring for babies often capture their attention through songs and the use of musical instruments. For example, when outside, children love to bang the drum and sing along to the tunes played on the xylophone.

- Staff engage and motivate children to learn. For example, they enthusiastically talk to children about the Father's Day cards they are making and ask questions to develop thinking skills. However, occasionally, some staff do not allow children enough time to consider the questions and formulate a response for themselves.
- Parents are kept well informed about their children's development. They praise the efforts that staff have made, such as using 'grab bags' with children's favourite toys, to help settle children back to nursery. Parents recognise that their children make good progress and are becoming ready to move on to school.
- Children with special educational needs/and or disabilities are well supported. Links with external professionals are built on mutual respect and trust. Additional funding is used effectively to provide the targeted resources and experiences some children require to thrive and develop. This means that gaps in learning close and children make good progress towards the early learning goals.
- Staff promote positive behaviour. They give children lots of praise for their achievements, helping to raise their self-esteem. Staff take time to explain to children what is expected of them. Children behave well.
- The manager undertakes regular supervisions and appraisals of staff. These help to ensure that the staff share their vision and promote new ideas.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are able to recognise potential safeguarding concerns. They understand the importance of taking prompt action to help protect children from harm. The manager liaises with outside agencies effectively, helping to support children and their families. Staff complete regular training to strengthen their knowledge of safeguarding issues. They complete daily checks to ensure the premises and outdoor area are safe and secure. The manager implements robust recruitment procedures to ensure staff are suitable to work with children. Induction is used 'effectively' to support staff to understand their roles and responsibilities.

What does the setting need to do to improve?

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

- support staff to better recognise and make more effective use of spontaneous opportunities to extend and challenge children's learning
- build on the good teaching practice in place and ensure all staff give children enough time to think and formulate ideas for themselves.

Setting details

Unique reference number	EY550493
Local authority	Leeds
Inspection number	10126949
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	72
Number of children on roll	85
Name of registered person	Gml (Morley) Limited
Registered person unique reference number	RP550492
Telephone number	01132530088
Date of previous inspection	Not applicable

Information about this early years setting

Bojangles Nursery registered in 2017 and is run by Gml (Morley) Limited. It is situated in Morley, near Leeds. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday 7.30am until 6pm, all year round, except for bank holidays and a week over Christmas and New Year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane O'Callaghan

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a joint observation of practice with the nursery manager.
- The inspector spoke to staff and children at appropriate times during the inspection. Children showed the inspector what they enjoy playing with and doing at nursery. They spoke to her about how they are watering the plants to help them grow.
- The inspector spoke with staff, children and parents at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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