

Inspection of Play@Churwell Day Nursery

Quarry Court, High Street, Morley, Leeds LS27 0BY

Inspection date: 22 September 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Children enter the nursery with high levels of confidence, independence and emotional security. They delight in the hugs and loving welcome they receive from the warm, passionate and highly qualified staff. New babies are exceptionally well settled and flourish from nurturing care routines. They confidently crawl around, exploring, and beam with delight when their key person shares unusual sensory objects with them. Staff maintained excellent contact with families who did not attend during the COVID-19 (coronavirus) pandemic lockdown. This supported children's emotional well-being and progress. For example, staff read stories to children and shared extensive information with parents through videos, their social media platform, electronic journals and activity ideas.

Staff plan and provide children with limitless, inspiring learning opportunities. Consequently, all children flourish, including those in receipt of additional funding or who have additional needs. Children aged two delight in exploring intriguing objects, such as pumpkins. Older children show great creativity and proudly present their bracelets. They show impressive language as they talk about how they made these using leaves, a hole punch and string.

Children show exceptional behaviour. Older children meticulously follow nursery rules that they help to set up. They proudly show their lanyards, identifying them as a member of the 'Nursery Council', set up by staff to give children a voice. They show kind friendships and great collaboration and imagination while sharing play experiences. For instance, in the exciting campsite role-play area.

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

- Staff provide an exceptional curriculum, teaching and learning environment. Children gain a wealth of knowledge and skills. Staff meticulously assess children's progress. They implement highly effective early intervention strategies, that support children with delayed development to catch up. They build excellent working partnerships with other professionals.
- Staff use wide-ranging teaching techniques to help children remember learning. They provide exemplary first-hand experiences, utilise internet resources and take and display photographs. This stimulates children to discuss past events, such as a local supermarket being built, that they observed stage by stage.
- Children hear rich language from staff, which fosters their communication and literacy skills. They have a wonderful love of songs, non-fiction books, poems and stories. Staffs' animated storytelling captivates children and they help children to recall favourite stories superbly. Staff link stories through craft activities and richly resourced role-play and small world areas.
- Staff carefully planned for children's return to nursery following lockdown, to

allay their fears and anxieties. For example, they carried out video calls with the children, provided photographs of staff and nursery rooms and arranged weekend visits to nursery. Staff support new starters by carrying out visits in families' gardens. Parents are not yet entering the nursery, however, they continue to be extremely well updated on children's progress and inspired to support learning.

- Children have extensive opportunities to learn about the world. Older children studiously carry clipboards, holding a list of the nature items to find during their autumn treasure hunt. Children use a wide array of vocabulary to describe what they see. Staff use unique memorabilia and artefacts that educate children about different cultures and important historical events, such as a war.
- Children develop great physical skills, essential for early writing. Babies place wooden curtain rings onto the kitchen roll holder and toddlers scoop dried cereal and make marks in this. Children aged two use paintbrushes and water to create patterns. Older children use tools, such as scissors, and they competently and confidently balance and jump off objects.
- Staff celebrate everyone's uniqueness and work tirelessly to remove any kind of bias, stereotyping and discrimination. They provide children with vast experiences to embrace difference. This includes celebrating the diversity of sexual orientations and gender identities. Older children find out where they and others live, and their holiday destinations, on the world map.
- Children receive an excellent diet at the nursery, which promotes good oral and physical health. Staff teach children about visiting the dentist and caring for their bodies through factual books, stories and role play. Staff also plan activities based around initiatives that support children's mental health.
- The management team consistently reflects on and improves practice. Staff have outstanding training opportunities, including through bespoke training packages the manager designs on the nursery's own training forum. The excellent plans for the future include resuming parent workshops.

Safeguarding

The arrangements for safeguarding are effective.

Staff, whose suitability is rigorously checked, have in-depth knowledge of child protection issues and reporting procedures. They access a wealth of safeguarding training and the management team regularly test their knowledge. For example, they spontaneously question staff and provide safeguarding quizzes and scenarios. The manager utilises extensive information to keep herself updated with changes to legislation, policies, procedures and practice. Staff greatly minimise health and safety risks to children, including those related to COVID-19. Children learn how to keep themselves safe. Older children confidently talk about road safety and the reason for wearing high-visibility vests during their outing. Furthermore, they undertake first-aid training. This helps them to become more risk aware and equips them with essential life skills.

Setting details

Unique reference number	EY555748
Local authority	Leeds
Inspection number	10174592
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 4
Total number of places	68
Number of children on roll	84
Name of registered person	Churwell C.I.C.
Registered person unique reference number	RP531757
Telephone number	0113 335 0637
Date of previous inspection	Not applicable

Information about this early years setting

Play@Churwell Day Nursery registered in 2017. The nursery employs 22 members of childcare staff, 17 of whom hold appropriate early years qualifications; two are at level 2, seven are at level 3, three are at level 5, four are at level 6 and one member of staff holds qualified teacher status. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round, excluding bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in her evaluation of the provider.
- The inspector held discussions with the manager, the deputy manager and the nursery teacher, who is the special educational needs coordinator. The inspector carried out a learning walk with the manager, which helped her to understand how they organise the early years provision and curriculum.
- The inspector observed the quality of education indoors and outdoors and assessed the impact of this on children's learning.
- The inspector accompanied staff and children from the pre-school room on an autumn walk, where she carried out a joint observation of the activity with the manager.
- The inspector spoke with staff, children, parents and a visiting professional. She also gained feedback from parents in writing and over the telephone.
- The inspector held a meeting with the nursery manager, deputy manager and nursery teacher. She looked at various documents, including those related to the suitability and qualifications of staff.

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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