

Inspection of Clarendon Nursery

Belmont Grove, Leeds, West Yorkshire LS2 9NS

Inspection date: 11 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this setting. Staff know the children well and develop close relationships with babies, children and parents. Throughout the day, children choose books and staff read out loud to support a love of books and reading. Staff point to the words, so that children learn to follow writing left to right and top to bottom. Children participate in a range of physical activities during outdoor play. They climb, slide and balance over a range of equipment. Children play in the large sandpit and staff use song, rhyme and counting to introduce vocabulary. Children enjoy filling pots and sprinkling sand. They pretend to plant flowers in the sandpit.

Staff support children's language development and model language and playfully encourage children to repeat familiar words and phrases. For example, children repeat 'see you soon'. Children develop their mark-making skills. For instance, they paint walls with water and brushes. Staff are attentive around children and knowledgeable about what it is that children need to learn next.

Children show curiosity and kindness to each other and visitors. Children ask questions and help. Children listen to requests and communicate well. They work together to help put things away. The setting is inclusive. Staff provide consistent and sensitive support for children with special educational needs and/or disabilities.

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

- Staff have high expectations for children's behaviour and this ripples through the setting. Staff are available for children and respond well, getting down to their level and interacting positively.
- The curriculum focuses on promoting communication, language and supporting children's transitions. However, staff do not always offer more complex words to children to help widen their vocabulary even further.
- Leaders develop a growing vision for the setting and consult with staff to include their views. Meetings and conversations involve the staff in the journey to improve. Leaders are reflective, considering feedback and taking action to change when necessary. Staff consult with children. They observe them at play and ask questions to gather their ideas and responses.
- Leaders and staff have worked creatively to build partnerships with parents and to support children and families. Staff recognise the uniqueness of each child and adapt their teaching to meet the interests of individual children. Staff work sensitively with parents and other professionals to support the development of children.
- Parents appreciate the established key-worker system, that provides individual care and connection between carers and families. Whenever possible the key

worker takes responsibility for the personal care of key children and building good rapport and emotional well-being. The setting has developed a rigorous monitoring process to ensure that accidents and nappy changes are recorded and reported to parents. Staff share information with parents daily in conversation and through an app.

- The nursery is well resourced, inside and out. Outside children have opportunities for physical activity and to explain, repeat and practice. Children are independent learners and manage their self-care needs well. However, children are not always given opportunities to extend their ability and challenge themselves. For instance, participating in tasks and real activities, such as serving themselves during mealtimes.
- Children show that they enjoy their time at the setting. Babies use different textured rings and blocks to build towers. Staff sit alongside children, offering an abundance of praise and encouragement. They count with babies. Babies join in with clapping and smiling as they successfully build their tower before it crashes to the ground. This shows that children have good levels of self-esteem.
- Children enjoy circle time. They learn about oral health and healthy eating. Children discuss how carrots and cucumber are healthy foods. They pretend to brush their teeth.
- The COVID-19 pandemic has brought many challenges. Due to the setting being in the grounds of the city hospital, staff are required to wear masks. However, they use transparent masks to aid children's communication and language development during individual focused activities. This helps to promote children's speech and pronunciation.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained and can identify signs and symptoms of abuse. Information about safeguarding is displayed prominently in the entrance. The NHS trust offers regular training and support about safeguarding. Staff know who to go to for support and how to make a referral. Systems are in place to record and share accidents and personal care with parents. Staff are knowledgeable and well informed, they benefit from regular staff meetings and training.

What does the setting need to do to improve?

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

- expand on children's opportunities to extend their ability and challenge themselves and build even more self-belief
- extend practice to expose children to a rich, varied and challenging vocabulary.

Setting details

Unique reference number	512735
Local authority	Leeds
Inspection number	10225910
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	38
Number of children on roll	55
Name of registered person	The Leeds Teaching Hospitals NHS Trust
Registered person unique reference number	RP901956
Telephone number	0113 3926763
Date of previous inspection	29 September 2016

Information about this early years setting

Clarendon Nursery registered in 1978. The nursery is managed by the Leeds Teaching Hospital NHS Trust. The nursery is open five days a week from 7am until 6pm and all year round. The nursery employs 13 members of staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including four with graduate qualifications and three with early years professional/teacher status. The nursery provides funded early education for three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

Information about this inspection

Inspector

Caroline Brooks

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 into account their evaluation of the provider.
- The manager, early years professional and inspector and completed a learning walk together and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector made observations of children and staff both indoors and outdoors.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to the manager, deputy managers and special educational needs coordinator during the inspection.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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