

# Inspection of Precious Ones Nursery

Austin Burke Memorial Centre, 196 Chapeltown Road, Chapeltown, Leeds, West Yorkshire LS7 4HZ

---

Inspection date: 29 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settle well at the nursery. They are busy throughout the day and staff are very attentive. Children make good progress. They gain a wide range of useful skills and knowledge that prepare them well for their future learning, and school. Babies show their delight as they bang and shake musical instruments. Toddlers gain good control of their small-muscle skills as they use spoons to fill different sized pots with sand. As children do this, staff make good use of words, such as 'small' and 'big', and count how many spoonfuls they use. Older children delight in playing with the play dough. They use their imaginations well as they pretend to flip pancakes and make cupcakes that they say are strawberry and chocolate flavour.

Children develop their confidence. They form secure attachments with key persons and other members of staff. Children seek out adults for comfort and reassurance when needed. There is a lovely calm atmosphere in the nursery. Children behave well and have kind regard for their friends. Older children show that they can follow instructions. Staff encourage good manners and praise children for their efforts.

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

- Members of the management team have a clear vision for the nursery. They demonstrate a reflective approach and are able to identify clear intentions for the future. They monitor staff's ongoing suitability. For example, they observe staff while they work with children. This helps them to identify any weaknesses in practice that need to be addressed.
- Management and staff create a sequenced curriculum that incorporates children's emerging interests. They know the children they care for well and observe and assess their progress. Staff use their knowledge of child development to offer a wide range of interesting learning opportunities.
- Children have a good range of experiences to support their literacy skills. For example, their love of books is enhanced at story time. Staff read expressively and encourage children to join in. Children learn to handle books with care. They copy staff as they pretend to read a book to others and ask them questions about what is happening. Children practise making marks in a wide variety of ways. This helps them to learn pencil control for future writing.
- Staff support children's communication and language skills well. They speak clearly and repeat what the children say, so that children hear the correct pronunciation. Staff are very conscious that they need to teach children new words to extend their vocabulary. For example, when children run cars up and down a ramp outside, staff use words such as 'fast', 'slow', 'bumpy' and 'smooth'.

- Children learn about their local community. They have frequent outings, such as visits to the shops to buy food, and the library where they borrow books. They can also swap seeds at the library to grow at nursery. Children learn about different festivals. For instance, they visit the Temple next door and the local church, where they listen to stories.
- Partnerships with parents are good. Staff involve parents in children's learning and feed back to them each day, which helps parents to continue children's learning at home. Parents are very enthusiastic in their comments about the staff and nursery. They know that they can share any concerns with staff.
- Children are supported to develop healthy lifestyles. Their interest in caterpillars has led to staff reading them an associated story about the foods the caterpillar ate. This has led to lots of discussions about different foods and what is good and bad for you. Children are provided with healthy meals in the nursery. However, they are currently not encouraged to serve themselves at lunchtime to help them make their own choices.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers have recently focused on appointing and training two designated leads for safeguarding in the nursery. All staff have updated their knowledge and understanding of child protection and show a good understanding. They know who to report any concerns to should they have a concern about the welfare of a child. Managers have had a particular focus on what to do if staff have concerns about another member of staff. They have covered other subjects, such as domestic violence and witchcraft. Staff demonstrate a basic understanding of these and feel they would benefit from further training.

## **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 develop their knowledge and understanding of wider safeguarding issues, such as domestic violence and witchcraft
- support children in making their own choices at lunchtime to maximise their developing independence.

## Setting details

<b>Unique reference number</b>	319367
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10239788
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	The Austin Burke Community Services Committee
<b>Registered person unique reference number</b>	RP519344
<b>Telephone number</b>	0113 2374079 or 0113 2374287
<b>Date of previous inspection</b>	24 April 2018

## Information about this early years setting

Precious Ones Nursery registered in 1992 and is situated in Chapeltown, Leeds. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including the manager, who has qualified teacher status. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynne Pope

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection, and the inspector took account of their views.
- The inspector spoke to the manager and deputy manager about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of an activity.
- Parents shared their views of the nursery with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022