

Inspection of The Nursery on Nursery Lane

48 Nursery Lane, Alwoodley, Leeds, West Yorkshire LS17 7HW

Inspection date: 6 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are eager to greet their friends as they enter the warm and friendly nursery. Staff know children well. They provide children with activities that they know will engage them. Children know their routines well, which helps them to settle quickly. Parents are welcome to settle children that may need additional help to separate from them. This helps children to feel safe and secure within the environment and with staff.

Children take part in adult-focused learning. Staff provide activities to build on what children already know and can do. For example, children explore and taste the insides of a variety of fruits, such as pomegranates, pineapples, mango and peaches. Staff build on children's excitement before cutting into the fruit by explaining they will be the first children ever to see inside this piece of fruit. Children look and feel the different textures and colours. They examine the different seeds and stones inside each fruit and discuss where it grows. Most importantly, children eagerly taste the varied flavours and decide which ones they like the best. Children learn about the food they eat and where it comes from.

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

- Staff provide a clear curriculum within each of the children's rooms. For example, in the baby room, staff focus on children building positive emotional attachments. They encourage babies to explore their environment and provide lots of sensory experiences. In the toddler room, staff support children to understand their growing emotions and feelings. Children in the pre-school room develop the skills and knowledge to ensure that they are ready for the move on to school. As a result, children, including those with special educational needs and/or disabilities, make good progress.
- Children learn to be independent from an early age. They put on their coats and shoes, and go to the toilet independently. Children serve their own meals and pour their own drinks. However, staff do not always let children extend this learning in activities. For example, when making dough, staff add the flour, water and oil. They help children to mix the dough. These are skills that children could learn and do for themselves.
- Staff support children's speech and language development. There is a wide variety of children's languages used in the nursery. Staff use repetition and recall of words and clear sentences to communicate with children. They gather recordings of parents speaking the correct pronunciation of words to help them understand what children say in their home languages. Staff in the baby room use single words or two-word sentences to ensure that babies understand what is being said to them. However, staff do not use quality storytelling to enhance children's love and excitement of stories. This limits the introduction of new

words and their meanings to children.

- Children enjoy their time outdoors. They have opportunities to develop their physical skills as they climb and run. Children splash and jump in puddles and in the low water tray. Children measure how tall their plants are growing, that they planted as seeds. Children have fun as they play catch with staff. Children have fun while learning at the nursery.
- The manager is very knowledgeable in her role and in supporting children's learning and development. She provides regular opportunities to speak with staff to ensure that their well-being is a priority. The manager guides and mentors less-experienced staff. She offers training and qualification opportunities to build on staff's skills and knowledge. This approach has produced a very positive and supportive staff team, who work well together.
- Partnership with parents is positive. They comment that they feel valued and are always listened to. Information is shared daily, either through conversations or on the electronic app. However, parents do not consistently receive regular developmental updates of their children's progress or ideas on how they can further support their child's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a very good understanding regarding their roles and responsibilities to keep children safe. They understand the signs and symptoms that may indicate a child is at risk of harm, including a range of safeguarding issues, such as the 'Prevent' duty. Staff are clear who they need to contact if they have a child protection concern. They know who to contact in the setting and external agencies if they have a concern regarding a member of staff. Staff make regular safety checks before children arrive and throughout the day to ensure that children are safe and secure.

What does the setting need to do to improve?

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

- ensure that all activities consistently engage and challenge children's learning by allowing them to complete tasks which staff normally carry out
- provide all children with regular opportunities to develop a love of stories that introduce new ideas, words and concepts
- share information regularly about children's developmental progress and ideas for home learning with parents.

Setting details

Unique reference number	510088
Local authority	Leeds
Inspection number	10251999
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	82
Name of registered person	Primley Park Children's Nurseries Limited
Registered person unique reference number	RP905371
Telephone number	0113 2667221
Date of previous inspection	23 February 2017

Information about this early years setting

The Nursery on Nursery Lane is located in Alwoodley, Leeds and registered in 1991. The nursery employs 10 members of childcare staff. Of these, five staff hold appropriate early years qualifications; three members of staff hold qualifications at level 3, one at level 5, and one staff member holds qualified teacher status. The nursery opens from Monday to Friday, all year round. 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
Jo Clark

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the manager. This included a review of relevant documentation, including staff's suitability and training.

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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