

Inspection of North Leeds Community Nursery (NNI)

Foxcroft Close, Leeds, West Yorkshire LS6 3NT

Inspection date: 20 March 2023

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 create strong attachments to the nurturing staff at this setting. Managers support children and their parents. They offer flexible settling-in sessions to help children to be settled before they begin attending. Children confidently explore the environment available to them. Babies independently access baskets of musical instruments. They shake rattles and smile as they create different sounds.

Children learn about the different seasons of the year. Toddlers plant sunflower seeds in pots and take them home to watch them grow. Pre-school children create portraits of flowers from the nursery garden. Children choose which vegetables to grow in the nursery's sensory garden. This helps children to develop their understanding of the life cycles of living things.

Staff provide opportunities for children to develop their independence. Children put on their coats and do up their zips ready for outdoor play. Children serve their own food and drink during mealtimes. They problem solve and use towels to wipe down slides that are wet from rainwater, to ensure that they are safe. Children are given tasks, such as to collect all of the plates at mealtimes. This helps children to develop a sense of achievement and develop pride in their roles.

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

- Staff consistently model positive relationships at this setting. They demonstrate good manners and how to be respectful to others. In turn, children learn to be kind to each other. They listen to each other's views and share resources well together. Toddlers wait patiently for their turn with musical instruments, with staff's support. Pre-school children thank staff for their food at mealtimes. Children create strong relationships with their peers.
- Children access a well-organised outdoor provision. All children have the opportunity to develop their gross motor skills. Pre-school children safely manoeuvre around the garden area on balance bicycles. Babies use ride-on vehicles to develop their balancing skills. The setting provides waterproof clothing so that children can access the outdoor space in all weather. Children are encouraged to climb ladders and balance across a wooden bridge with support. Staff praise children for their effort. This helps to build children's confidence to try new things.
- The manager has a good understanding of the skills which children need before they move on to the next stage in their education. She uses her knowledge to plan the setting's curriculum model. Pre-school children develop skills to be ready for school. For example, they learn to recognise their name on their belongings. However, occasionally, the youngest children are not always given the opportunity to further their learning. For example, when babies explore

books about animals, staff do not then extend this to broaden children's current knowledge.

- Overall, children's good health is promoted at this setting. Children are provided with a nutritious, balanced diet. They enjoy fresh fruit as a snack. Children access the outdoor provision regularly throughout the day for exercise. However, staff do not discuss the key messages of a healthy lifestyle with children or their parents, such as the importance of brushing their teeth. This does not give children the knowledge to make decisions to lead a healthy lifestyle.
- Managers regularly review practice at this setting. Staff are given opportunities for additional training to develop their current skills. For example, staff who show an interest in extending their knowledge of how to support children with special educational needs and/or disabilities are given extra training to become a special educational needs coordinator. This helps to boost staff's morale and improves outcomes for children.
- Staff create strong relationships with parents. They regularly invite parents into the setting. Staff share children's next steps in learning to ensure continuity of learning at home. Managers support parents by offering flexible sessions that suit each family. Parents comment that the setting is an 'extended family' and is 'accommodating' to their child's needs.

Safeguarding

The arrangements for safeguarding are effective.

Children are kept safe at this setting. Staff regularly count children when moving between the indoor and outdoor spaces. Managers have a rigorous recruitment and induction process to ensure that all staff are suitable to work with children. Children also have a good understanding of how to keep themselves safe. They put helmets on before riding bicycles outside. Staff have a good understanding of safeguarding issues, such as county lines and radicalisation. Staff can discuss different the signs of abuse. They know how to report and record a concern about a child or a colleague.

What does the setting need to do to improve?

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

- enhance the curriculum to ensure that it challenges children of all ages
- use teaching opportunities to extend children's knowledge on how to lead a healthy lifestyle.

Setting details

Unique reference number	EY297995
Local authority	Leeds
Inspection number	10279901
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	38
Number of children on roll	54
Name of registered person	North Leeds Community Nursery
Registered person unique reference number	RP519343
Telephone number	0113 2741 579
Date of previous inspection	3 August 2017

Information about this early years setting

North Leeds Community Nursery (NNI) registered in 2004 and is located in Leeds. The setting employs 11 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 and above, including one with level 6 and one with early years teacher status. The setting opens Monday to Friday, all year round, except for a week at Christmas. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Abby Clarkson

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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