

Inspection of Renaissance Nurseries (Limewood)

Limewood House, 1 Limewood Business Park, Leeds, West Yorkshire LS14 1AB

Inspection date: 21 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy attending the nursery and feel safe and secure. Staff use sensitive settling-in procedures that build over time. This helps to ensure that when children do start, they are comfortable in the setting. Staff build warm, caring relationships with children. Children enjoy lots of cuddles and support.

Staff work closely together to support the overall needs of individual children. They get down to children's level and join in with their play. For example, pre-school children use their imagination as they dress up as doctors. Staff are willing patients and suggest props that will develop their play further, such as the use of a telephone. Babies enjoy watching staff blowing bubbles. They reach out to pop them, and staff support communication and language as they repeat words, such as saying 'pop, pop, pop'. Children who speak English as an additional language regularly hear their home language in their play and learning. They develop good communication skills, including in English.

Children behave well and have kind regard for their friends. For instance, they show care and concern for babies. Staff give timely guidance when children can be disruptive, such as reminding them not to run in the rooms and to have 'kind hands'. Children receive praise for their efforts, which supports their well-being.

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

- The curriculum is planned well to meet the needs of individual children. This includes children with special educational needs and/or disabilities (SEND). Staff quickly identify children that may need targeted support. The provider makes good use of additional funding to ensure that children meet their planned targets and make good progress. For example, staff provide one-to-one support for children with SEND and use specialised equipment and resources.
- The manager carries out regular supervision of staff and monitors their practice. She observes them weekly and provides feedback on the quality of their practice. During supervision, they discuss learning priorities and set out development plans for individual children and for the nursery. This means the quality of staff's knowledge and understanding is constantly improving.
- Children who speak English as an additional language are supported well. Between them, staff speak over 20 languages, in addition to English. These skills help staff to support children in their learning. They help children to catch up quickly with their peers when there are gaps in their learning.
- Staff support children's understanding of early literacy well. During activities, staff say the initial letter sounds in words to help them understand what they start with. Children enjoy sitting and looking at books. Staff talk to them about the pictures and name what they can see. Children copy words, such as 'shark'.

Staff frequently sing familiar songs to children in both English and French. However, when staff question children, they do not pause and wait for children to work out their own responses. This means staff cannot extend conversations and build on children's learning.

- Children learn how to take safe risks. They visit the forest school, where they consider risks in their play. They build tents and go on a bug hunt. In nursery, they learn how to use tools, such as knives, to safely cut their fruit. Staff give clear instructions and advice on how to hold the knife and explain why they should not touch the sharp part of the knife. Children show their understanding by saying, 'You might get hurt.'
- Partnership with parents is strong. Parents state how much they appreciate the provider and staff. They feel that they are supported and know what their children do when they attend. The provider is keen for parents, grandparents and carers to be involved as much as possible in the nursery. For example, she has regular stay-and-play sessions. They can see the activities that their children become involved in and how they can help their children's development at home.
- Staff are encouraged to access targeted training to continue to build on their skills and knowledge. They speak positively about how training linked to intensive interaction has helped them to join in with children's play, to encourage children to relate to others.
- The provider takes any concerns that are raised with her seriously. She carries out her own investigations to see whether there are any changes that need to be made.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of how to safeguard children. They are confident to follow safeguarding procedures should they have concerns about a child in their care. This includes whistle-blowing against any inappropriate actions or behaviour of a colleague. The provider has regular discussions with staff and tests their knowledge through quizzes. The nursery is safe and secure. Staff are deployed safely. Risk assessments are carried out for the premises, indoors and outdoors, before children arrive, to make sure they are safe.

What does the setting need to do to improve?

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

- strengthen staff's interactions and questioning skills so that they understand the importance of giving children more time to think and respond, to help develop children's speech and language skills even further.

Setting details

Unique reference number	2634753
Local authority	Leeds
Inspection number	10298982
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	90
Number of children on roll	39
Name of registered person	Renaissance Nurseries Leeds Ltd
Registered person unique reference number	RP559223
Telephone number	07599718189
Date of previous inspection	Not applicable

Information about this early years setting

Renaissance Nurseries (Limewood) registered in 2021 and is situated in Leeds. The nursery employs eight members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 2 or above, including one member of staff with qualified teacher status. The nursery is open from 7.30am until 6pm. The out-of-school club operates after school until 6pm. During school holidays, it is open from 7.30am until 6pm and on a Saturday from 10am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynne Pope

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 that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation with the provider.
- Staff spoke to the inspector, and parents shared their views of the nursery during the inspection.
- 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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