

Inspection of Mosaic Centre

Chapelton Children's Centre, Leopold Street, Leeds, West Yorkshire LS7 4AW

Inspection date: 27 June 2023

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 happy and eager to enter when they arrive at this warm and welcoming nursery. Staff organise the rooms so they are calm and children settle quickly. Children show high levels of involvement in their play. They show resilience and determination during activities. For example, children choose the pair of scissors they want to use and then persevere as they cut the paper. Staff make behavioural expectations clear, and children learn to be respectful of each other. They listen to their friends' ideas as they build a tower of large bricks. They laugh and giggle when it topples over, and they work together to rebuild it.

Children develop a love of books, stories and rhymes. Babies sit and snuggle with staff as they share a book. They look at the pictures. Staff talk about what they can see and introduce new words. Older children enjoy songs and rhymes. They talk about familiar stories they know. For example, children talk about 'The Very Hungry Caterpillar' story when they find a butterfly outside. Children develop good communication and language skills.

Staff find out about children's likes and dislikes. They know children well. Staff form positive relationships with children as soon as they start at the nursery. Children, including children with special educational needs and/or disabilities (SEND), use their key person as a base to explore the environment. Babies look to a familiar adult for reassurance. Staff give support and encouragement. This helps children feel safe and secure.

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

- A strong management team supports staff to develop their practice. Core mandatory training is in place for all staff to complete when starting the nursery. Leaders and managers have a clear vision of what they want children to learn. Staff plan activities to build on the skills children have learned. Children make good progress.
- Staff encourage babies to stand and cruise around the low furniture. Babies strengthen the muscles in their legs. Toddlers use chunky tools to prod and poke the play dough. Older children manoeuvre tricycles and scooters as they race up and down the path. They climb on the climbing frame and shout, 'I'm climbing!' Children develop good physical skills.
- Children develop early writing skills. Babies use large chunky chinks to make marks on the ground. Older children use a variety of pens and pencils to draw more-detailed pictures. Staff ask children to tell them about the pictures they have drawn. Children give meaning to their marks. They develop good control with mark-making tools.
- Staff model language effectively and listen to children. They ask questions to

encourage children to share their experiences. Staff give children the time they need to think and answer the questions. They value children's thoughts and feelings. This helps children to develop as confident speakers.

- Children explore the outdoor area and learn about the world around them. They show interest and excitement when they find some snails in the garden. They feed the snails some grass. Children talk about how the snails hide under the tyre when it rains. They count the number of legs that different insects have.
- Children learn about different cultures and beliefs. They listen to a story about Eid and how children celebrate this festival. Children talk about the similarities and differences of their cultures. They enjoy dressing up in traditional clothes from different cultures. Children begin to learn to be respectful of one another.
- Overall, staff have high expectations for children's behaviour. Children learn to take turns and be considerate of others. Their behaviour is good. When conflicts do arise, staff support children to manage their feelings. They help children to understand how their behaviour affects others. However, sometimes, staff do not always address unwanted behaviour swiftly enough. This means children do not always develop a sense of right and wrong as quickly as they could.
- Children with SEND are very well supported. Staff identify children's needs early. They work with parents and other agencies to put plans in place that meet children's individual needs. At times, when children struggle with a task, staff quickly adjust the activities and resources to suit children's individual needs. As a result, children feel a sense of achievement.
- Parents are happy with the nursery. They know their child's key person. Parents feel well informed about their children's learning and development. They comment that their children have become more independent since starting the nursery. Parents say their children are very happy when attending the nursery and often do not want to leave.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is safe and secure. Children begin to learn how to keep themselves safe. When they play on the tricycles, they learn to stop when the 'lights are red' and can only cross the road when the 'green man can be seen'. Children learn to take turns and wait until their friends move before jumping into the ball pit. When an accident does occur, children show concern for their friends and help to take care of them. A robust recruitment procedure and ongoing checks ensure that adults that work with children are suitable. Staff are aware of the signs and symptoms of abuse and the procedures to follow should they have any concern regarding a child or adult in the nursery.

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 consistently have high expectations of all children's behaviour so that children always develop a sense of right and wrong.

Setting details

Unique reference number	EY304304
Local authority	Leeds
Inspection number	10264932
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	70
Number of children on roll	70
Name of registered person	The Leeds Teaching Hospitals NHS Trust
Registered person unique reference number	RP901956
Telephone number	0113 3070684
Date of previous inspection	30 June 2017

Information about this early years setting

Mosaic Centre registered in 2005 and is located in Leeds. The nursery employs 19 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, four hold level 5, one has early years professional status and one has qualified teacher status. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation during a group activity.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the nursery with the inspector.
- The special educational needs and disabilities coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke with the nominated individual and managers about the leadership and management of the nursery.
- 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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