

Inspection of Lesley's Private Day Nursery

Unit 7 Mortec Park, York Road, Leeds, West Yorkshire LS15 4TA

Inspection date: 3 October 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children are welcomed into the nursery by friendly, smiling staff, who know each child well and are attentive to their individual needs. Children benefit from a carefully planned, sequenced curriculum that is designed to give them the knowledge and experiences they need for their future learning. All children, including those with special educational needs and/or disabilities, make good progress and develop the skills they need for school. Children are engaged, stimulated, and motivated to learn more. They behave well because they are given clear, simple guidance that helps them to manage their feelings and behaviour.

Children are proud of the vegetable patch they have nurtured with the help of the nursery chef. They know that some fruit grows on a vine and that red tomatoes are ripe to eat. They talk about the buds that grow into fruit and vegetables. Staff model new words, such as 'courgettes' and 'squash'. This helps children extend their vocabulary. Children understand the importance of washing vegetables and fruit before they eat them.

Children have lots of opportunities to use their imagination and be creative. They develop their writing skills and control over tools when they use glue sticks, thread pasta onto string, and use different objects for painting. For instance, they use forks to paint spikes on their hedgehog. Children develop their mathematical skills when they explore numbers, size and three-dimensional shapes.

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

- Leaders and staff are fully committed to driving improvement in the nursery and raising children's care and learning to the highest level. Leaders carefully evaluate staff's practice and provide targeted training and coaching to address any areas for improvement. This means all staff continually build on their knowledge and skills.
- Leaders and staff implement highly successful transition arrangements for children as they move rooms and into school. Detailed information is gathered about children when they start in the setting. The key-person approach works particularly well. Children settle quickly and easily and receive high levels of support throughout their time in the nursery.
- Staff are quick to identify any gaps in children's learning and work well with parents and other professionals to address these. Strong partnerships with parents support children's learning at home. A wealth of information is shared with them through weekly emails, detailed monthly newsletters, online updates, and termly leaflets. These include activities to do at home, such as collecting and counting conkers, simple recipe ideas, and suggested books to read with their children.

- Children are confident and demonstrate high levels of self-esteem. This is supported by staff who praise them, encourage them to try new challenges and be resilient when things do not work first time. Children build secure relationships with other children and develop the social skills they need for school. They invite each other to play, share their ideas and help each other.
- Children enjoy small-group activities with their key person. These target children's next steps, such as developing their physical skills. However, at times, staff do not organise these effectively, and groups become too large as other children join in. Consequently, children do not have the best possible opportunities to build on their learning.
- Children enjoy imaginative play, such as using toy vehicles and in role play. In the main, staff extend children's learning well. For instance, they help children to develop story lines in their play. On occasions, staff are not perceptive to children's questioning or emerging interests. For example, children show staff their 'magic beans'. Staff miss the opportunity to help children to make the connection to the book they have read, and to the vegetables they have been growing.
- Staff promote good health and hygiene. They teach children to become independent in personal care routines ready for the move to school. Children enjoy a wide range of nutritious meals, planned and prepared by the nursery chef. Parents can also enjoy a healthy salad or a sandwich at lunchtime.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have undertaken safeguarding training to improve their knowledge. They know the signs that indicate a child might be at risk from harm or abuse. They are knowledgeable about child protection issues, such as radicalisation, female genital mutilation, and county lines. There are clear procedures in place for recording concerns about adults and children. Staff are confident to report concerns to leaders and other agencies. Leaders implement robust recruitment procedures to check staff's suitability to care for children. A detailed induction ensures new staff know their role and responsibilities. Leaders share updates with parents to make sure they are aware of any local child protection issues.

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 always organise focused, adult-led activities effectively, so that groups are easy to manage and children have the best opportunities to learn
- be more perceptive to children's questioning and emerging interests during their play, to capture their curiosity and help them make connections in their learning.

Setting details

Unique reference number	EY543889
Local authority	Leeds
Inspection number	10293421
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	2 to 4
Total number of places	80
Number of children on roll	60
Name of registered person	Lesley's Private Day Nursery Limited
Registered person unique reference number	RP535363
Telephone number	01133486888
Date of previous inspection	25 April 2023

Information about this early years setting

Lesley's Private Day Nursery registered in 2017 and is located in Leeds. The nursery employs 37 members of childcare staff, who work between two units owned by the provider. Of these, 17 staff hold appropriate early years qualifications at level 3 or above. This includes the provider who holds qualified teacher status and the general manager who holds early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. They discussed how the provider organises different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the provider.
- The inspector carried out joint observations of activities with the manager.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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