

Inspection of Lesley's Private Day Nursery

Unit 3, Mortec Park, York Road, LEEDS 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 enjoy their time with the caring and enthusiastic staff at this safe and stimulating nursery. Staff put exciting and interesting opportunities in place for children to practise new skills and learn new knowledge. For example, staff set up simple activities that encourage babies to pull themselves up to standing. Toddlers enjoy exploring size and shape as they post balls into different-sized holes on a large box. Staff sing and dance to a range of songs and rhymes, or they read books with expression to children. These experiences promote children's curiosity and interest. As a result, children develop positive attitudes to their learning from a young age.

Leaders and staff have worked hard to put in place a highly effective key-person system. Key persons know the children in their care extremely well. Parents get to know children's key persons from the earliest opportunities. Leaders ensure that if children's key persons are absent, another staff member who knows children well is available to support them. These strong relationships help children to quickly feel happy and settled when they first attend the nursery, or when they move on to the next room.

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

- Children's communication skills are well supported. Staff respond warmly to babies' babbles. They mimic their sounds and leave gaps for babies to respond. This teaches babies an early understanding of back-and-forth conversational skills. Staff know the key words that they want children to understand and say. They provide purposeful play opportunities to introduce new vocabulary to children. Staff swiftly identify when children need extra help and put in place strategies to further support their learning. Consequently, all children make good progress with their speaking and listening skills.
- Staff engage well with training opportunities to enhance their skills and knowledge. This has supported them to plan more precisely for children's next steps in learning. However, the organisation of activities is not always as successful as possible. For example, staff sometimes take children away from story time to change their nappies. Staff members do not always communicate with each other to ensure that activities consistently support all children's learning. This means that, on occasion, some children do not fully benefit from the learning opportunities available to them.
- Staff recognise that young children need opportunities to learn how to share. They plan group activities that promote turn taking and working with others. This helps children to develop their social skills and make friends.
- Staff act as good role models for children. They show children how to say 'please' and 'thank you' using sign language. When children need extra support

to manage their emotions, staff offer cuddles and reassurance. This promotes a culture of kindness and respect in the nursery.

- Staff support children to develop their self-care skills. Babies and toddlers learn to feed themselves using cutlery. Children progress from using lidded cups to open-top cups for drinking. They practise taking off and putting on their own socks and shoes and learn how to wash their hands. As a result, children learn to become more independent. This prepares them well for the next stage in their education.
- Parents commend the approachable nature of the leadership team. They say that leaders take the time to speak with parents and that the nursery 'feels like a family'. The nursery successfully uses a range of methods for communicating with parents and carers. This includes regular conversations with staff, social media groups and monthly newsletters. As a result, parents know what their children are learning at the nursery. This supports them to continue to build on their children's development at home.
- Leaders engage well with support from the local authority. They plan to access further training to build on the already good skills of the strong staff team. Leaders work alongside staff to monitor their practice. They offer guidance and coaching in a sensitive and supportive way. Staff report high levels of well-being and say that they feel well supported by the caring and dedicated leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff carry out regular safeguarding training. This ensures that they are able to identify children and families who need help and support. Leaders and staff test each other's knowledge of safeguarding to make sure that child protection remains a high priority in the nursery. They fully understand their responsibilities if they have concerns about a child. Leaders and staff know what to do in the event of an allegation against any adults working in the nursery. Parents praise the methods by which staff keep children safe in the nursery. For example, there is a password system in place to ensure that children can only be collected by authorised persons.

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 activities effectively so that children have the best opportunities to learn.

Setting details

Unique reference number	EY441140
Local authority	Leeds
Inspection number	10291023
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	1 to 2
Total number of places	48
Number of children on roll	70
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 2011 and is located in Leeds. The nursery employs 37 members of childcare staff, who work between two units owned by the provider. Of these, 15 staff hold appropriate early years qualifications at level 3 or above. This includes the provider, who has qualified teacher status, and the general manager, who has early years 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

Samantha Lambert

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 nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting 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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