

# Report for childcare on domestic premises

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Inspection date: 11 November 2024

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children's confidence soars in the care of the dedicated leaders and attentive staff at this safe and inclusive nursery. They build strong relationships with staff, who support children's welfare and development exceedingly well. Staff communicate well with each other. For example, key persons work together when children move to a new room in the nursery. This supports staff to provide consistency for children's individual needs. As a result, children's emotional well-being and happiness is highly supported, ensuring they are ready and able to learn.

Staff know the children very well. They nurture their interests and motivation to learn. Staff have a deep understanding of the nursery's development aims for children. This, in turn, supports them to plan a curriculum for children that is challenging and enjoyable. The purposeful experiences and activities that staff provide for all children ensures that they continue to work towards their learning goals.

Leaders recognise that many children need further support to manage their emotions and behaviour. To tackle this, leaders put in place a workshop for parents and carers, to share with them positive behaviour strategies that staff use in the nursery. Parents state their appreciation for the support provided by these workshops. Staff and parents work in partnership to support children to learn how to regulate their behaviour. Children confidently explain how they use the 'calm-down corner' and take deep breaths when they feel sad or angry. They show high levels of understanding of self-control.

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

- Staff plan thoughtful play activities based on stories that children have previously heard. For example, staff support children to follow a story about a bear hunt using real life resources. They take pre-school children to storytime sessions at the community library. These approaches support children's communication skills and helps them to develop a love of books and stories.
- Children receive a broad and stimulating programme of activities and experiences. For instance, children learn about animals during 'pet week'. They have real-life encounters with animals, such as a tortoise when staff bring their pets to visit the setting. Children benefit from opportunities to learn French, science and music from external teachers. Staff share books with children to support their understanding of diversity and different types of families. These wonderfully rich experiences further develop children's knowledge about the world around them and beyond.
- Staff and leaders expertly monitor children's progress and development. This helps them to quickly identify if a child may have special educational needs

and/or disabilities (SEND). Leaders make timely referrals to the appropriate external professionals. They use additional funding to provide children with resources or one-to-one time with staff. Leaders ensure that staff receive guidance from external professionals. This supports their knowledge of caring for children with SEND. Parents report that leaders and staff go above and beyond to support children. Consequently, children with SEND continue to thrive and meet their next steps in development.

- Staff skilfully support children's risky play. For example, children learn to climb up and over crates and balance on wooden planks. Children build their ability to attempt difficult tasks. They show much determination as they learn how to use the slide or push a heavy wheelbarrow.
- Children help staff with simple tasks when they take on the role of 'helpers' in the nursery. This supports them to grow their sense of independence and responsibility. Staff invite children to take part in a Christmas performance at a local church. These opportunities support children to develop their individual talents and self-assurance.
- Parents state that they feel fully informed about their children's experiences and progress. Staff and parents use communication diaries and an app to ensure a two-way flow of information about children's development. Parents say that this supports them to further build on children's learning at home. Leaders encourage families to use the nursery's membership to a stately home and grounds. This provides further learning opportunities that some children may not otherwise experience.
- Leaders regularly spend time working alongside staff. They continually observe and check staff's skills and knowledge. More-experienced staff mentor new staff members, to support their induction into the nursery. Leaders provide targeted training opportunities for staff. This supports staff to continue to enhance the provision and their practice.
- Leaders place a strong focus on the well-being of staff, who appreciate the support that they receive. They reward and praise staff for their efforts. This results in a passionate and enthusiastic staff team who have high ambitions for children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	2812420
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10370802
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	128
<b>Registered person unique reference number</b>	2812419
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Calverley Village Day Nursery Limited originally registered in 2011, and re-registered in 2024. It is located in Calverley, Leeds. The nursery employs 29 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 3 and above. The nursery is open for 51 weeks of the year, and is closed for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery offers the government-funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspector

Samantha Lambert

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 nominated individual about the leadership and management of the nursery.
- The inspector spoke with leaders and staff about their safeguarding knowledge and responsibilities.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- Parents shared their views on 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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