

Precious Ones Nursery

Inspection report for early years provision

Unique reference number 319367
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Inspector Linda Filewood

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

Description of the setting

Precious Ones Day Nursery has been operating for many years. Situated in the Chapeltown area of Leeds, the nursery is owned and managed by The Church of God of Prophecy and operates in purpose built accommodation. There is a fully enclosed area for outside play.

The nursery is open each weekday from 08.00 to 18.00 except for bank holidays. It is registered to care for 35 children in the Early Years Foundation Stage. There are currently 54 children on roll, some of whom attend part time. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age and currently supports a number of children with learning difficulties and disabilities.

There are 11 permanent staff members and the majority of these staff hold a relevant childcare qualification. The nursery receives teaching support from the Local Authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are highly valued for who they are and each child is exceptionally well included and understood, whatever their abilities, ethnic background or culture. All children take part in a wide, varied, balanced range of interesting, stimulating activities, both inside and outside the setting, which help them progress well in all areas of learning and development. Staff routinely share detailed information through a close partnership with parents and other professionals and encourage parents to become involved in their child's activities. The staff work very well together and constantly look at ways of improving the quality of their practice. They monitor and analyse the changes to ensure they improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop a focused system to evaluate and monitor the provision and outcomes for children leading to clear identification of targets for further improvement
- continue to develop staffs use of observations to provide relevant and motivating learning experiences that meet each child's developmental needs.

The leadership and management of the early years provision

The provision promotes equal opportunities and anti-discriminatory practice exceedingly well, ensuring everyone feels included and valued. Children are provided with a wealth of opportunities to help them learn positive attitudes and to

respect diversity and equality. Some staff are bilingual, which raises language awareness for all children and supports home links. The setting plans carefully for the transition from one age grouping to another, and from nursery to school by maintaining close, working relationships between parents, key persons and teachers. This helps to provide continuity for the children. Staff and parents create clear records together, which ensures that the child's key person makes the best possible provision to meet each child's differing needs. They discuss children's speech, language and communication skills with parents so that they can overcome any barriers to learning. Open evenings and discussions with the child's key person help to keep parents knowledgeable about their progress and parents take part in nursery activities, such as outings or bringing in baby photographs of their children.

The staff are reflective practitioners and all take an active role in evaluating the effectiveness of the provision. There is a generally clear understanding of the group's many strengths and possible areas for improvement, such as developing outdoor play for babies. Staff value the outdoors as much as the indoor environment and are thinking creatively about the experiences and activities they have on offer outdoors to ensure that they meet the needs of the younger children, as well as the older children. However, there is not a strong enough focus on their reflection in all areas so development is not as accurately targeted as it could be.

Clear and robust recruitment procedures ensure all adults working with the children are suitable to do. Staff are knowledgeable about child protection procedures and plan training to update their knowledge. Clear written policies and all required documentation are in place and effectively underpin the safe working practices of the provision. Children play in an extremely secure environment and staff conduct risk assessments regularly to maintain children's safety at all times.

The quality and standards of the early years provision

Children receive good levels of engagement from staff and freely enjoy all the learning environment and resources. Well labelled displays of children's artwork, with captions of what children have said and photographs, help to create a vibrant, welcoming environment. Children of all ages are encouraged to be active, independent learners, through stimulating, well presented activities, both indoors and outdoors. For example, they make Mother's Day cards outside using a good variety of collage materials and have free choice when designing their card. Staff value what the children do and the children's own ideas. Some young children enjoy just painting the card and their fingers with coloured glue, whilst older children carefully cut ribbon and crumple tissue to stick on. They use the scissors carefully and know to close them when they have finished.

Children thoroughly enjoy an outing to a farm park and talk excitedly about, for example, the piglets running around, their lack of curly tails and the sounds they made. They enjoy remembering the experience of being tired after playing all day and falling asleep on the coach on the way home. Staff cater well for each child's interests and talk with older children about the size of tractor wheels, compare

them to the size that they themselves are, which supports children's understanding of size in a fun way. Staff actively listen to children and respond exceptionally well to them, especially those who may have communication difficulties. They engage them well in conversations that extend their thinking and use good questioning techniques to reinforce and extend children's learning. For example, whilst playing with the sand staff ask children to consider why they should not throw the sand. The staff ensure there is a good balance of child-initiated and adult-led opportunities. They make regular observations on what children do and some show focussed next steps in the children's learning. However, staff are still developing the use of observations for older children to plan activities that help move them on to the next step in their learning. They use their good knowledge of each child's capabilities more, in order to appropriately target children's individual goals.

Children are confident, settled and understand the nursery routines. For example, after lunch older children choose a book from the book corner to look at on their own or with a member of staff, whilst younger children settle in a quiet room to sleep. Older children are developing their self-care skills. They put on their own coats for outside play but ask for help, when needed. Posters in the toilet facilities help to remind children to wash their hands and older children know that germs will make them ill. Older children talk confidently about why they should not eat too many sweets and all enjoy the varied, balanced menu of freshly cooked meals, whilst sitting together in a family atmosphere. Staff give utmost priority to helping children learn the important social skills of respecting others, sharing and cooperating. Consequently, all children play well alongside other children and are learning about their own and other's festivals because the staff provide excellent opportunities, such as visiting the neighbouring Sikh temple during Diwali.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.