

Grove Nursery School

28 Grove Road, Headingley, Leeds, LS6 4EE

Inspection date	09/09/2013
Previous inspection date	14/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are relaxed and confident as they explore this very well-resourced environment. They demonstrate good levels of independence, curiosity and imagination and are making good progress in their learning and development.
- Staff are very skilled in supporting children in their transition from nursery to school. Parents are very actively involved in this. This means that children are very well prepared and ready to move on to their new school when the time comes.
- Partnerships with parents, external agencies and other early years providers are strong and make a significant contribution to meeting all children's needs.
- Arrangements for safeguarding children are very well established, and clear policies and procedures are implemented consistently to ensure children are kept safe at all times.
- Children's welfare and well-being are superbly promoted. Staff have an excellent understanding of every child's individual care needs.

It is not yet outstanding because

- On some occasions, staff do not always ask open-ended questions or model the skills to support children to think critically or creatively.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children and staff engaged in a range of activities, indoors and in the garden.
- The inspector had discussions with children, parents and staff.
- The inspector met with the manager and completed a joint observation of staff practice with her in all the rooms.
- The inspector examined a sample of children's learning records, staff records, such as those relating to recruitment, induction and appraisal, as well as the nursery's self-evaluation.

Inspector

Shazaad Arshad

Full Report

Information about the setting

Grove Nursery School opened 35 years ago and has been registered since under its current ownership since 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted detached building in Headingley, Leeds, West Yorkshire. The premises consist of a basement, ground floor, first floor and attic. The children have access to two rooms on the ground floor and three rooms on the first floor. There is a fully enclosed garden available for outdoor play. There are separate units for children aged under two years, two to three years and three to five years. The nursery is one of 35 settings run by the Treetops nursery chain.

The nursery opens from 7.30am to 6pm five days a week, excluding public holidays. Children attend for a variety of sessions. There are currently 108 children on roll, all of whom are within the early years age range. The nursery employs 18 members of staff to work with the children. Of these, nine hold appropriate early years qualifications at level 3, and one has an Early Years Foundation Degree. The setting receives support from the local authority, an external early years consultant and the Treetops area manager.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's critical thinking when making decisions about how to approach a task, for example, by asking open-ended questions and talking aloud to model thinking or describe actions during play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thrive in this good quality setting and consistently demonstrate the characteristics of effective learning. Most teaching is rooted in a good knowledge of the Statutory framework for the Early Years Foundation Stage and a clear understanding of how children learn. As a result, children's individual needs are well met and they make consistently good progress in relation to their starting points. Children's progress is effectively tracked through a continuous assessment of their achievements. This helps staff to support them to make good progress in their learning and development, as their unique needs are recognised and planned for. In addition, staff quickly identify any gaps in learning and appropriate interventions are sought to enable all children to achieve to their full potential. Children's learning journey records contain a wide range of information, including photographs, observations and examples of their work. They are well presented

and clearly demonstrate children's achievements and good progress. Home links and good information sharing with parents are also included in this process. For example, transition diaries include a clear picture of what children can do and accurately assess their needs and the next steps necessary for their continued development. Staff value parents' input and share information about how they can help their child's learning through simple activities at home. Parents are given information about their children's learning through daily verbal feedback, regular written summaries of all children's progress, and opportunities to review children's learning journey records with the key person for their child.

The environment is stimulating, challenging and well equipped with a wide range of interesting and good quality resources to promote children's natural curiosity and develop their exploratory skills. For example, babies investigate water, mirrors, interactive toys and the sensory area. They have a wonderful time as they sit, crawl and roll around using the equipment. Older children investigate water, sand, a wide range of creative materials and interesting technology equipment. For example, they make good use of the handheld computer tablets to recognise interesting objects on the screens, and put on their headphones to listen to music and instructions. The use of the interactive tablets adds another feature to children's learning in the pre-school room. As a result, they are combining a variety of approaches in one activity. For instance, staff encourage children to listen, look and touch to recognise and name letters of the alphabet. Consequently, the learning styles of all children are promoted effectively so that they benefit fully from the activity.

Staff teach children about numbers through planned activities and during mealtimes. Older children confidently count how many pieces they have during board games and recognise how some shapes are bigger than others. Their imagination and problem-solving skills are enhanced as they think about the different ways they can look for spiders in the outdoors, as they remember to make use of the magnifying glass. Babies have opportunities to develop their senses through tactile activities, such as crunching the leaves and feeling and pouring dry sand. They explore paint, feeling the texture with their fingers, and attempt to master using a paintbrush. Older children become absorbed in a creative activity and experiment, becoming sticky as they paste the leaves on cards. Younger children carry on with their fascination of texture and consistency by exploring with the leaves, enjoying the squish and crunchy sensations. However, on some occasions, staff do not always ask open-ended questions or model the skills to think creatively. This means that opportunities are sometimes missed to support children's critical thinking and imagination.

Staff place a priority on helping children to acquire communication and language skills, and supporting their physical, personal, social and emotional development. This means that children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and for school. All children, including young babies, demonstrate high levels of independence as they confidently move around the environment to experience the exciting activities and resources on offer. For example, babies crawl rapidly towards the resources that they can see around them and have excellent low-level access to all play materials. Staff teach children to share and cooperate in their play and provide them with a wealth of opportunities to do this. For example, children work harmoniously

together as they help each other collect leaves in the outdoors and pursue their interests in looking for bugs.

Children are developing a good understanding of teamwork as they help each other with the outdoor games, and they understand mathematical concepts through following instructions around weighing in the outdoor construction area. For example, they talk about the different size items being heavy and light as they attempt to move the blocks. Children begin to experience the force of gravity as they forcefully exert pressure on the pedals to go faster in different directions. They take part in many counting games and recognise numerals in the display work around them. As a result, they are developing strong skills in mathematics. They also use their creativity and imagination well as they use role play equipment to play numerous games based around their interest. For example, they use the outdoor playhouse to recreate role play activities around their interest in making their own hair salon. The activity is thoroughly enjoyed as children take it in turns to help create hairstyles for each other.

Staff provide lots of activities to help children to develop an understanding of the world. Children are involved in growing their own vegetables and as such, learn about what they need to do to help this process. They enjoy planting, watering, nurturing and monitoring the growth of their vegetables. This helps children to learn and to explore the natural world. Children are given a wealth of opportunities to listen and talk to each other for a variety of purposes to meet their individual development needs. For example, during circle time and group lunchtimes they are encouraged to share news about their home and family.

Children also participate in regular story and singing sessions and follow instructions very well as they play. These repeated daily activities have a good impact on the development of children's literacy skills. Consequently, children are active and animated learners who are developing skills that will help them make the transition to school at the appropriate time.

The contribution of the early years provision to the well-being of children

All parents know who their child's key person is because the setting has a gradual and highly effective settling-in procedure where staff, children and parents build relationships and get to know each other over several weeks. During this time, staff work very closely with parents to thoroughly understand children's individual routines and their starting points. This means they can provide high levels of support to children to help them settle, while at the same time engage them in activities and learning opportunities that stimulate them and support them to learn and develop. All children have an 'all about me' book with full details of their individual needs. This means staff can look at them with children during the day and support them to express their feelings and extend their vocabulary as they talk about the things that are of interest to them. In addition, children's individual care routines are managed by their key person so that children feel exceptionally safe and secure in the setting. The transition documents are very well used between the rooms, and the effective use of these ensures that staff are very well informed as children move between rooms. As a result, children feel extremely safe and secure in the setting.

Transitions to school are also very well supported. Teachers from local schools are invited to come to the nursery to meet pre-school children prior to leaving.

Children are extremely well behaved because they understand the behaviour that is expected of them. They constantly share resources with others, and staff are excellent role models for them. Children understand the importance of taking on small responsibilities as they use cutlery at mealtimes and, when they are deemed ready, are invited to cut up pieces of fruit during activity play, learning how to use a range of tools expertly and safely. Children are continuously praised and positive behaviour is rewarded. As a result, the setting is full of happy, settled and exceptionally well-behaved children.

There are a wealth of opportunities for children to engage in physical exercise and learn about how to live a healthy lifestyle. For instance, they access the excellent outdoor area and use quality outdoor equipment to develop their physical skills. Designated areas in the garden are for a host of superb learning experiences, such as forest school, nature exploration, planting and play which supports children to take calculated risk. Each of the areas allows children to take appropriate risks as they either collect items for their autumn afternoon creative play session or take part in racing their bikes. An excellent range of food provision is on the menu plans, and the menus are checked by dieticians. As a result, all of the food is healthy and nutritious, and children talk about the benefits of eating a healthy diet. Children are keen to explain how the vegetables they have eaten and planted make them strong. Staff ensure children have an alternative meal if they do not like the main meal that is provided, and praise them for trying new foods and textures. This means children are gaining confidence to try new foods and they are developing a positive attitude to healthy foods. Additionally, children grow their foods in the summer months, and this supports them to understand the world and where food comes from.

Staff are extremely keen to allow children the opportunity to take calculated risks. They understand the importance of children learning through active play and talk about the safety implications of activities. For example, children understand about safety in the outdoors as they put on protective clothing to use the outdoor construction area. Staff use the building and construction activities to teach children about how to stay safe and the dangers they could face during activities. For example, they place large road signs around the construction area showing that pretend roadworks are taking place. Children understand the signs as they remark 'We need to check this first'. In addition, they show they are developing excellent levels of safety understanding, confidence and self-esteem as they explain the rules to each other for bike games. These excellent opportunities in the outdoors support children to develop a high level of skills for the future and learn how to keep themselves safe from harm.

The effectiveness of the leadership and management of the early years provision

The manager ensures that all staff have a clear understanding of how to meet safeguarding and welfare requirements. Safeguarding and child protection are given a very high priority. For example, the manager fully understands her role in notifying Ofsted regarding safeguarding matters and completing accurate records of any investigations.

Accidents and existing injuries are recorded in detail and shared with and signed by parents to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The managers are responsive to reviewing potential slipping risks on the decked garden area. For example, following an incident where a child was injured, the managers reviewed the procedures to ensure the area is free from hazards in order to minimise or eliminate any risks. All staff have attended safeguarding training and are fully aware of what to do and who to contact if there are any concerns. Risks are managed effectively and daily checks of the environment ensure that children can learn and play in complete safety. The vigilance of staff, consistent supervision of children and extensive security systems, such as visitor recording and the use of double locks on external gates, are effective. These ensure that children are kept safe from unwanted visitors and cannot leave the premises without an adult. The consistent monitoring of staff and children attending each day and the use of cover staff allows for immediate planning to cover staff absences. As a result, staff ratios are met at all times and children's needs are effectively promoted.

Staff undergo a thorough recruitment process through the company's national procedures and induction programme that includes ten core areas. These areas include training in safeguarding, first aid and health and safety. Staff are aware of the potential signs of abuse and know who to contact if they have concerns. Safeguarding policies and company procedures are regularly updated and discussed at every staff meeting. Daily risk assessments ensure that the environment is safe and effective procedures for managing allergies, medicines and accidents are in place. Consequently, children are kept safe from harm. The manager has implemented a variety of effective methods of monitoring staff performance and is continuing to develop the use of peer observations, so that staff can assess each other. In-house local authority training, area manager support and external early years consultancy support staff in their ongoing professional development.

As a result of the developing systems in place to monitor the quality of teaching, such as appraisals and general observations, practice is almost always good. The manager ensures that all staff have ample opportunities for further training, which is discussed at appraisal meetings, and that any mandatory training is updated as required by the company. The manager takes responsibility for monitoring planning, observation and assessment to ensure that children's progress is accurately recorded and key persons plan effectively for the next steps in their learning. She regularly reviews children's learning journey records and successfully supports staff in their implementation if needed. The recommendations raised at the last inspection have been successfully addressed by improving learning and development opportunities for babies, resources around diversity, risk assessment documentation and the self-evaluation process. In addition, the nursery has working arrangements in place to work alongside an external early years consultant. This demonstrates that the nursery has a good capacity to maintain improvement.

Partnerships with parents, external agencies and other providers are well established and make a positive contribution to meeting children's needs. Information is shared with other early years providers and professionals. This includes information about the children's progress at the nursery and requests to work together to enhance children's learning in all early years settings. Informative noticeboards, newsletters, email and a text message service keep parents up to date with the events at the nursery. Parents state that they are

'thrilled and delighted' with the quality of service they receive. They say they have very positive relationships with staff, and are confident to talk to the manager and the staff about any issues. Parents complete evaluations and all comments are very complimentary about their children's experiences at the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY218235
Local authority	Leeds
Inspection number	908618
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	108
Name of provider	Treetops Nurseries Limited
Date of previous inspection	14/04/2009
Telephone number	0113 275 1471

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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